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ABSTRACT

Designed as a resource guide for local education agency representatives, the manual describes procedures for the development and implementation of individualized education programs (IEPs) for handicapped and gifted students. Considered are the following elements of the IEP process: IEP planning meetings, prehearing conferences, and flow charts. Also included are sample forms and examples of IEPs for gifted; learning disabled; educable, trainable, severely and profoundly mentally retarded; speech and language handicapped; aurally handicapped; and visually impaired children. (CL)

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A MANUAL FOR LOCAL EDUCATION AGENCY (LEA) REPRESENTATIVES

PROJECT AID

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Barton B. Proger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PREFACE

This manual has been designed as a resource guide for Local Education Agency Representatives. It is part of the support activities for 1977-1978, offered by Project AID (Assistance for IEP Development), the Montgomery County Intermediate Unit's Individual Education Program (IEP) special assistance project to constituent school districts, Intermediate Unit Programs, Approved Private Schools, Area Vocational-Technical Schools, Private License Facilities, State Schools and Hospitals, Non-Public Schools, and other human service agencies. The individuals on Project AID who developed this manual (in alphabetical order) are:

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Excerpts from the Notice of Recommended Assignment

The following is the recommended educational assignment for the student:

( ) 1. Regular class (24 Purdon's Statutes 5-501)

( ) 2. Regular class in a regular school with supporting services (24 Purdon's Statutes 13-1372(2))

( ) 3. A school district special education program in a regular school (24 Purdon's Statutes 13-1372(3))

( ) 4. A school district special education program in a special facility (24 Purdon's Statutes 13-1372(3))

( ) 5. An intermediate unit program in a regular school (24 Purdon's Statutes 13-1372(4))

( ) 6. An intermediate unit program in a special facility (24 Purdon's Statutes 13-1372(4))

( ) 7. An approved private school program (24 Purdon's Statutes 13-1372)

( ) 8. A state school program (24 Purdon's Statutes 13-1372(5))

( ) 9. An approved out-of-state program (24 Purdon's Statutes 13-1372(5))

( ) 10. An intermediate unit program of instruction in the home (24 Purdon's Statutes 13-1372(3))

( ) 11. Other. Specify: ____

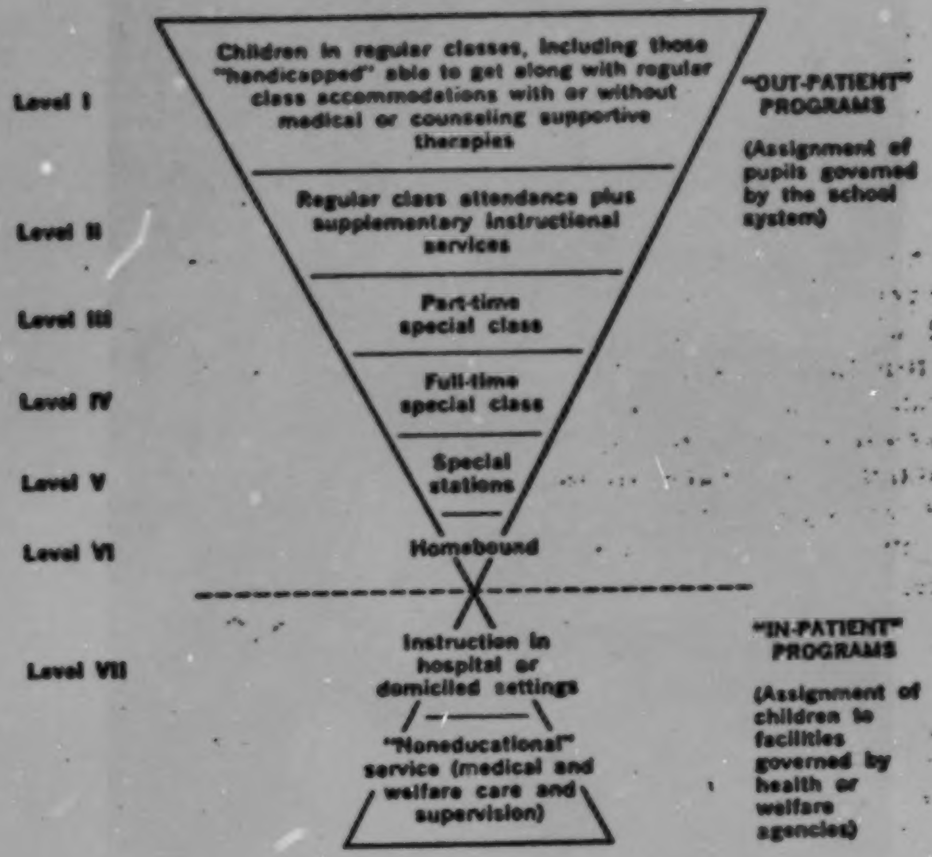
Level I
Children in regular classes, including those "handicapped" able to get along with regular class accommodations with or without medical or counseling supportive therapies
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
Level II
Regular class attendance plus supplementary instructional services
Level III
Part-time special class
Level IV
Full-time special class
Level V
Special stations
Level VI
Homebound
Level VII
Instruction in hospital or domiciled settings
"IN-PATIENT" PROGRAMS
(Assignment of children to facilities governed by health or welfare agencies)
"Noneducational" service (medical and welfare care and supervision)

FIGURE 1. The cascade system of special education service. The tapered design indicates the considerable difference in the numbers involved at the different levels and calls attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis. This organizational model can be applied to development of special education services for all types of disability.

III. TOPICS TO BE DISCUSSED

- A. IEP Planning Meeting
  - 1. Initial Placement
    - a. Introduction
      - 1. Statement of the purpose of the meeting
        - a) To develop an IEP
        - b) Determine appropriate placement at the end of the meeting.
      - 2. Relative roles of the participants
      - 3. Explanation of relationship of IEP to placement.
    - b. IEP Components
      - 1. Present educational levels
      - 2. Annual goals
      - 3. Short-term objectives
        - a) Instructional methods, media, materials
        - b) Evaluation of instructional objectives
          - 1) Tests and evaluation materials
          - 2) Criteria for successful performance
      - 4. Related services
      - 5. Special media and materials
    - c. Primary assignment, reason for assignment, description of integration.
    - d. Dates
      - 1. Initiation and duration of services
      - 2. Annual review
    - e. Other topics discussed

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2. Review/Revision

   a. Excerpt from standards:

      "At least once a year, the IEP must be reviewed. The parent, guardian or surrogate parent and, when appropriate, the student must be invited to participate in planning the student's IEP. If the IEP review follows a reevaluation, or if a new placement is described in the IEP plan, then the Local Education Agency must initiate due process procedures."

   b. Participants:

      Local Education Agency Representative
      Teacher
      Parent
      Student, if appropriate

   c. In this meeting, emphasis will be placed on the student's progress reflected by the current IEP.

   d. The meeting becomes a revision meeting when changes are made in the primary assignment, related services, and/or annual goals.

   e. A revision conference can be requested at any time by parent, LEA representative, teacher.

PRESENT EDUCATION LEVELS

The purpose of present education levels is to reflect the functioning level of the student. This is done by utilizing various assessment devices both formal and informal. Strengths and weaknesses should be included in this component. Any information presented in this component should be reflected in the annual goals and short-term objectives.

GIFTED

The grade equivalent scores on the Stanford Achievement Test show that the student is working well above grade level in all of the academic areas. He shows particular strength in Language with the exception of Spelling. Social Studies is another area that reflects an extremely high achievement level. It is also indicated that the student has a high creative potential after being tested in the areas of fluency, flexibility, and originality. Conversations with the student's classroom teacher showed he probably would benefit from group participation skills.

LEARNING DISABILITIES

Results from Stanford Achievement Tests indicate that the student is functioning slightly below actual grade level in mathematical computation and mathematical applications. Functioning in the area of math concepts is significantly below grade level. However, Key Math Diagnostic Arithmetic Test results show functioning at 4.2 grade level. Criterion referenced tests from the Heath Math program reveal weaknesses in the specific skills of multiplication and division, measurement and fractions.

Reading skills, as indicated from Stanford Achievement Test, show overall reading skills on the upper 3rd grade level. The Woodcock Reading Mastery Test indicates the overall total instructional grade equivalent at 3rd grade level. Word identification and passage comprehension were at the upper 3rd grade level. Word comprehension was on the upper 2nd grade level.

An informal writing sample indicated good sentence structure but lack of appropriate punctuation. Spelling errors were numerous, involving primarily vowel combinations and silent letters.

LEARNING DISABILITIES

Results of the IRI show the student's present reading level independently is 1st grade, instructionally is 1st - 2nd and frustration level is 2nd grade. In analyzing the student's errors in reading, he substitutes medial vowel sounds.

He frequently gives attention to only the beginning letter or sound when decoding an unfamiliar word reading sleep for slept and blue for blow.

In comprehension, the student's area of difficulty dealt with recalling specific facts and drawing conclusions.

From an informal inventory, the student is functioning at the second grade in language arts. His difficulties dealt with capitalization and punctuation of sentences.

Results of the Key Math indicate that the student is currently functioning at a 4.3 level in math. The student shows strength in the areas of money and missing elements. His areas of difficulty include subtraction, multiplication, division, geometry and symbols, word problems and time.

LEARNING AND ADJUSTMENT: FOR SOCIALLY AND EMOTIONALLY DISTURBED

Reading

The student's performance on the Palo Alto IRI and Dolch Basic Sight Word List indicates that he demonstrates needs in most beginning reading skills. He demonstrates knowledge of some letter sounds, however he does not use this information when attempting word analysis. The student lacks consistent word attack skills at the pre-primer level with very limited sight vocabulary and at this level his reading comprehension has yet to be developed.

Math

Analysis of the Key Math Diagnostic Test and the Heath Math Placement Test indicates that the student is basically instructional at the first grade level. He demonstrates knowledge of some concepts, time and mental computation with specific needs in number facts, money and measurement.

Science

On a teacher made test, the student demonstrated specific information deficits in plant and animal life and knowledge of seasonal changes.

Affective Education

Past and present teacher observations indicate a need for support in improving his attendance to reality, improved self image and peer relationships.

Speech and Language

On the formal and informal speech and language assessment, the student demonstrated specific needs in the following areas: verbal expression, question asking, sentence length and classification skills. The student's spontaneous verbal expression is characterized by 1-2 word responses with limited context.

LEARNING AND ADJUSTMENT: FOR BRAIN INJURED RESOURCE ROOM

Math

The student is functioning on the 6th grade level as measured by the Key Math Diagnostic Test with strengths in numerations, mental reasonings and measurement. Instructional needs are in the areas of computations in multiplication, division, and fractions.

Affective Education

Past and present teacher observations indicate a need for improvements in peer relationships and increased self motivation.

EDUCABLE MENTALLY RETARDED

1. Summary of '76-'77 Progress Reports- The student completed the first three books of Level A of the Phoenix Reading Program. These books dealt with initial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and a variety of comprehension skills. The student achieved 80% mastery on all phonetic elements of the Action Readers and teachers guide exercises. Performance on comprehension evaluations indicates that some reteaching is necessary. The student successfully completed the first six chapters of Book 3 of the Heath Mathematics Program. These chapters dealt with place value, an introduction to measurement and computational math. Mastery was achieved in these areas at a conceptual level. Chapter post tests indicate, however, that additional work is necessary in the practical application of these concepts.

   In Social Studies, the student acquired a variety of career concepts and pre-vocational skills. He is now ready to apply these skills. In Science, the student was introduced to the fundamentals of home repair in the areas of plumbing, electricity, glazing, and wall maintenance.

2. Reading - The student is reading at a 2.5 grade level as tested by the Standard Reading Inventory. Word recognition skills were consistent beyond that level but significant deficiencies were evident in all areas of comprehension.

3. Math - The student achieved an overall grade level 4.0 on the Key Math Test. Weaknesses were evident in fractions, multiplication, division, mental computation and numerical reasoning.

Key Math	Raw Score		
Numeration	16	Mental Computation	3
Fractions	3	Numerical Reasoning	9
Geometry & Symbols	16	Word Problems	7
Addition	12	Missing Elements	1
Subtraction	11	Money	10
Multiplication	7	Measurement	15
Division	3	Time	11

TRAINABLE MENTALLY RETARDED

Assessments Administered: TMR Profile; R.P.M.; Informal Teacher Assessments

Self Care: Can manage all dressing skills including tying shoes. He can shave when given general directions and verbal prompts.

Academic Skills: Has number concepts to 25. He can add single digits to 10 using counters. Can print his name but has problems with size and spacing. He can recognize his own name, family names, classmates' names and has a sight vocabulary of approximately 50 words. Can tell time to the hour. He can identify coins with assistance. He can identify colors, shapes, body parts and basic directional concepts.

Prevocational Skills: Whereas the student can perform the basic task skills of sorting according to size, type and color, and packaging with an average of 80% accuracy, he needs improvement in rate of performance and maintaining task attention for longer periods of time. He can identify 10 of 40 common hand tools and can use these tools with assistance.

Psychomotor Skills: Can perform simple exercises, can handle a ball, and can participate in simple team games when given assistance.

Speech: On an informal assessment, the student was found to communicate in phrases, have a minor articulation problem, and inadequate volume.

SEVERELY AND PROFOUNDLY MENTALLY RETARDED

Assessments Administered: R.P.M. & Informal Teacher Assessments

Communication: On an informal assessment using tasks from the Handicapped Environmental Language Program, the student demonstrated good localization skills, but poor ability to reach and grasp.

The student attends to visual stimuli for 10-15 second periods, maintains eye contact for 10 seconds, and localizes sounds when in a sitting position. He responds to his name and mirror image. He attempts reaching when in side-lying and sitting positions, and provided with physical prompts. He spontaneously vocalizes inflectional vowel-like sounds, but does not vocalize for communicative purposes.

Motor: Relaxation techniques are used prior to gross motor activities. The student can roll segmentally from his back to left side with physical assistance. Given the proper support and positioning in equipment, he can be placed in sitting, side-lying, and prone positions. When in prone position over a roll, he can raise his head with midline orientation, and occasionally maintains this position for 15 seconds. When provided with physical assistance, the student can sometimes maintain a side-lying position for a period of 1 minute.

Feeding: The student eats junior foods, but needs to be fed and needs to be provided with facilitation or jaw control techniques while eating. He demonstrates some control over jaw movements, and occasionally pulls food off the spoon with his lips. The 3-finger jaw control method is used in feeding the student with eating and drinking.

Social: He returns a smile on 4 out of 5 trials, and responds to greetings on 1 out of 5 trials. He does not identify others by turning head unless gestural and verbal prompts are provided.

SPEECH AND LANGUAGE

Using the Montgomery County Intermediate Unit screening form, the student was identified as having a language problem. Administration of these diagnostic instruments, Northwestern Syntax Screening Test, Test of Auditory Comprehension, and the Boehm Test of Basic Concepts, revealed weakness in the following areas of language development: auditory comprehension - understanding verbal messages, syntactical expression - expressing herself in grammatically complete sentences, and conceptualization - difficulty in understanding concepts of space, time and quantity.

Voice, rhythm and articulation were normal. An oral peripheral examination revealed structures and functions were within normal limits.

SPEECH AND LANGUAGE

During a screening, the student was found to have frequent part-word repetitions accompanied by some struggle behavior. A further assessment revealed the following: automatic speech - fluent; imitative speech - fluent; storytelling-11.5 sw/min.; conversation - 14 sw/min. Non-fluencies in storytelling and conversation included the following: whole word repetitions - 10; part word repetitions - 25; prolongations - 13; thus, the student experienced 51 blocks in 4 minutes. Slight tension was noted on approximately 30% of blocks. Rate of speaking was considered fast, during which times blocks were more frequent. At a later time during the evaluation, fluency improved when the clinician used a very slow speaking rate while talking.

HEARING

The Hahnemann Hospital Audiological evaluation on 9/76 indicated that the student has a bilateral sloping sensorineural hearing impairment of mild to severe degree. The student obtained a score of 84% on the Larson's Auditory Discrimination test. On the Costello Speechreading Test, the student scored 85% given auditorily, and 36% visually. These scores indicate that the student is inconsistent in her speechreading skills. She needs both visual and auditory clues for communication.

The student's spontaneous oral language is much better than her oral expression in structured situations. In both the Carrow Elicited Language and the Boehm tests, the student obtained an M.A. of 6 yrs. (6/1/77). Her teachers found no real problems with her academic readiness program in kindergarten.

According to the Hearing Aid Program Pre-Test, the student is able to put on and take off her hearing aid, and remove and replace her battery. She is not consistent in being able to test her battery, and being aware of when it is dead. She cannot fully describe the daily care of the aid, and does not adjust the volume consistently.

VISION

Visual Functioning:

According to - 1) Near Vision test for the Partially Sighted; 2) Subnormal Vision Test; and 3) Lighthouse Near Acuity Test administered in September of 1977 by an Itinerant Vision Consultant, the student was shown to function identically on all three tests. Her near vision was 20/250 at 16 inches. However, the student was able to function at a 20/60 level at 4 inches with the aid of a magnifier. The student's visual functioning in the classroom is very good only when using Large Print material, and/or a magnifier. Her reading speed is slow. (About 18-20 words per minute.)

According to other tests administered in September, the student does well in concepts involving times, space, money, but experienced difficulty in concepts of quantity and size relationships due to decreased vision functioning.

LISTENING SKILLS

The student shows difficulty in determining major details after listening to a short paragraph or short story.

ANNUAL GOALS

For each area of need indicated by the Present Educational Levels an Annual Goal must be written. Each goal will reflect what you expect to be able to accomplish with the student on a long-term basis. These goals should be stated in measurable terms; this will facilitate monitoring and evaluation of the IEP's appropriateness.

In the IEP Planning Meeting, the objective will be to discuss needs and decide which needs are most important at that time. The number of goals needed is dependent upon the students' needs and may range from one to several. Care should be taken not to have so many goals that accomplishment is impossible. In a case where a student has many needs, the meeting should concentrate initially on high priority goals.

Examples of Annual Goals

Reading

1. The student will extend his research skills.
2. The student will expand his skills in written, verbal and nonverbal communication.
3. The student will develop his group participation skills.
4. The student will increase his reading comprehension skills.
5. The student will improve his word attack skills.
6. The student will increase his sight vocabulary.
7. The student will increase his understanding of letter sound relationships.

Language Arts

1. The student will incorporate principles of language arts into written and spoken language.

Handwriting

1. The student will learn the lower case letters of the cursive alphabet.

Math

1. The student will increase his computational skills in math.
2. The student will apply the math skills he learns to practical areas.

3. The student will increase his operational skills in math.
4. The student will increase his math skills in the concept area.

Affective

1. The student will acquire the greatest possible understanding of himself and appreciation of his worth as a member of the school community.
2. The student will acquire an understanding and ability to get along with others.
3. The student will improve his ability to function as a contributing member of school environment.

Social Studies

1. The student will become more familiar with his community.
2. The student will increase his understanding of adult employment.
3. The student will broaden his knowledge in each of the Social Studies disciplines.
4. The student will increase his knowledge of American History.
5. Broaden the student's knowledge of world cultures.

Science

1. The student will learn a variety of home maintenance and repair skills.
2. The student will become aware of the needs of living things.
3. Broadens the student's knowledge of life science concepts through involving the student in the experimental approach to science study.
4. Broadens the student's knowledge of science concepts.

Self-care

1. The student will improve grooming skills.
2. The student will improve dressing skills.

3. The student will increase independence in toileting.

4. The student will improve and utilize jaw control, lip closure, tongue movements and chewing skills while eating junior foods and drinking.

Prevocational

1. The student will improve prevocational task skills.

2. The student will improve prevocational task performance rate.

3. The student will improve hand tool recognition and usage.

4. The student will improve collation skills.

Psychomotor

1. The student will improve performance in team activities.

2. The student will refine his skills in handling recreational materials.

Motor

1. The student will improve ability to maintain sidelying and sitting positions.

2. The student will improve ability to roll with decreasing assistance.

Vocational

1. The student will improve numerical filing skills.

2. The student will improve performance on long-term jobs when pace is machine set.

3. The student will improve banking skills.

4. The student will improve food preparation skills.

Communication

1. The student will improve verbal communication skills.

2. The student will improve ability to indicate needs and/or desires.

3. The student will improve telephone skills.

Speech/Language

1. The student will improve his fluency in speaking situations.
2. The student will show progress toward correct production of r, er, and l blends.
3. The student will display receptive language skills.

Hearing/Vision

1. The student will develop receptive and expressive language through expansion of vocabulary and general language development.
2. The student will develop consistent care and use of amplification.
3. The student will progressively develop optimum use of residual hearing.
4. The student will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant vision consultant.
5. The student will improve her ability to identify major details in a listening experience.

BEHAVIORAL OBJECTIVES

A behavioral objective is a statement of what a student will be able to do when he has successfully completed a learning experience. The behavioral objective is stated in terms of observable behavior.

A well written objective will include a statement of the:

I. Terminal Behavior - this will describe what the child will be able to do in order to demonstrate that he has learned. It usually takes the form of an action verb.

Examples:

- Demonstrate
- Name
- Repeat
- Reproduce
- Copy
- Choose
- Identify
- Define
- Describe
- Assemble
- Construct
- Measure
- Label
- List
- Recognize
- Summarize

II. Conditions - this will describe the circumstances or situation in which the child will perform. The materials to be used may even be specified.

Below are some questions that might help to formulate relevant conditions of evaluation.

- Is special equipment to be provided?
- Is access to references allowed?
- Are certain environmental factors important?
- Are time limitations imposed? If so, are they relevant to the task?
- Will you want the performance in written, oral or demonstration form?
- Will the learner respond alone, or as a member of a group?
- Is the learner allowed to set his own circumstances?

The conditions involved in writing behavioral objectives can fit under three categories:

	Examples
Time	During the science period At regular intervals During a class discussion Immediately Within five minutes During the following week

	Examples
Allowances	While working with a partner Using the library With the teacher's direction Given a number line
Restrictions	Without assistance Using audio-visual materials From memory

III. Criterion - this will describe the level of performance that will be accepted as correct or that indicates that the behavior is considered learned.

Criterion can be stated as:

	Examples
% or # Correct	80% of the time 4 out of 5 correct Within 90% At least six times Answers at least once Successful each time (100% implied)
Qualitative Description	Grammatically correct Neatly enough that work is not returned for revision As judged by the teacher

Simply stated, a behavioral objective specifies:

Given what, the student will do what, how well.

Parts adapted from GOALGUIDE: A minicourse in Writing Goal and Behavioral Objectives for Special Education by Padzensky & Givson. Fearon: 1975

SHORT-TERM OBJECTIVES - Examples

For each annual goal the meeting has already outlined, specific short-term objectives will be developed. Short-term objectives are statements describing, in specific, objective and measurable terms, the intermediate steps which together will help the child to accomplish the goal.

READING

1. Given a list of 10 words for the vowel variants of /ā/, /ō/, /ī/, the student will recognize and pronounce each word with 80% accuracy.
2. When 20 words with variant spellings for /ā/, /ō/, /ī/ are dictated, the student will write the words with 80% accuracy.
3. Given a list of 20 words with silent initial consonants, the student will underline the letters that stand for the first pronounced sound with 80% accuracy.
4. Given a list of 50 2-syllable words ending in -er or -et, the student will recognize and pronounce the words with 80% accuracy.
5. Given a list of 20 words ending in -y, the student will write the plural forms of the words with 80% accuracy.
6. Given a list of 10 words ending in -f, the student will write the plural forms of the words with 80% accuracy.
7. After reading a short story, the student will state the main idea or ideas of the story to the satisfaction of the teacher.
8. The student will recognize and recall sequence of events in each story read in reading books to the satisfaction of the teacher.
9. The student will demonstrate an understanding of multiple ideas of a story he reads by stating the ideas to the satisfaction of the teacher.
10. The student will make judgments, draw inferences, or anticipate outcomes of stories in his reading book by stating these judgments, inferences, or outcomes to the satisfaction of the teacher.
11. The student will determine word meanings of unfamiliar words from context of story by stating a simple definition for each word and using that word in a sentence to the satisfaction of the teacher.

LANGUAGE ARTS

1. When presented with four sentences without capitalization or punctuation, the student will copy the sentence and include correct capitalization and punctuation with 80% accuracy.

2. When presented with four questions without capitalization and punctuation, the student will copy each question and include correct capitalization and punctuation with 70% accuracy.

3. Given ten sentences having the words may or can missing, the student will fill in the blank with may to indicate requests or can to indicate being able to, with 80% accuracy.

4. Given five sentences, the student will circle adjectives in the sentences with 70% accuracy.

5. Given a short story of two paragraphs, the student will circle words that indicate "more than one" with 80% accuracy.

6. Given a list of 15 nouns, the student will write a in front of nouns beginning with consonants and an in front of nouns beginning with vowels with 75% accuracy.

HANDWRITING

1. Given 1" lined paper, a pencil and a list of words to copy, the student will print all the letters of the words within the lines with 90% accuracy.

2. Given 1" lined paper, a pencil and a short paragraph to copy, the student will print all words leaving correct spacing between the words and keeping all words within the lines with 80% accuracy.

MATH

1. Using paper and pencil, the student will subtract two 2-digit numbers with and without regrouping numbers with 70% accuracy.

2. From memory, the student will recall the basic multiplication facts with both factors less than or equal to 9 with 80% accuracy.

3. Without assistance, the student will recall the basic division facts with 75% accuracy.

4. During the math period, the student will solve word problems involving addition, subtraction, multiplication, division with 80% accuracy.

5. At regular intervals, the student will match mathematical symbols with the corresponding term with 80% accuracy.

6. Given a clock, the student will identify the time at five minute intervals with 90% accuracy.

AFFECT

1. When faced with external criticism, the student can accept it, and continue to remedy his efforts to the satisfaction of the teacher.

2. Within a group setting, the student will verbalize connections between his actions and his feelings and modify his behavior positively as judged by the group.

3. Within the school environment, the student will decrease the frequency of impulse behavior in 80% of his school involvement.

4. Within a structured group setting, the student will verbalize connections between his actions and his feelings and modify his behavior 70% of the structured group discussion time.

5. During a free time period, the student spontaneously seeks to work or play with other members of his group to the satisfaction of the teacher.

SOCIAL STUDIES

1. After selecting an aspect of the "City of the Future" to design, the student will hypothesize at least ten concerns related to the topic with all of the concerns being judged as appropriate by the teacher. (Synthesis)

2. The student will generate a plan, conforming to the teacher's guidelines, to implement his project with the plan having a total rating of at least fifty points. (Analysis)

3. The student will produce a presentation and/or product illustrating his aspect of the "City of the Future", within a mutually agreed upon time and with over one-half of his peers judging the student's presentation and/or product as "Very Good." (Application)

4. Given a local phone book and a map of the township, the student will be able to locate the names, phone numbers, and addresses of various businesses, government offices, and useful service agencies independently to the satisfaction of the teacher.

5. Given local train and bus schedules, the student will be able to specify leaving and arrival times and successfully plan an itinerary with 80% accuracy.

6. After exposure to a variety of prevocational booklets and filmstrips, the student will demonstrate an appropriate awareness of various occupational possibilities through written reports as judged by the teacher.

7. After exposure to the same material and practical experience, the student will be able to demonstrate an understanding of appropriate job behavior and employer-employee relationships through group discussion and a simulated classroom work experience to the satisfaction of the teacher.

8. Given the Ambler Gazette, the student will be able to locate and simulate an appropriate response to want ads as judged by the teacher.

SCIENCE

1. Using the mobile home maintenance lab, the student will be able to wallpaper a 6' x 6' area to the satisfaction of the teacher.

2. Given a model of the human body the student will identify the intestinal system with 80% accuracy.

3. Given pictures of 20 animals, the student will classify them with 80% accuracy.

4. Given a list of chemical terms and symbols, the student will find the appropriate match with 80% accuracy.

5. During a science period, the student will go outside for seven consecutive days and identify the cloud formation with 80% accuracy.

SELF-CARE

1. When taken to the bathroom on a regular schedule, the student will eliminate in the toilet keeping pants dry for ten consecutive school days.

2. The student will indicate need, manage clothing when given verbal prompts, and eliminate in toilet, keeping pants dry for five consecutive school days.

3. (a) Given shaving equipment and verbal prompts, the student will prepare face and razor, shave face and apply after-shave to present a clean appearance as judged by the teacher.

   (b) Given shaving equipment and verbal direction "shave", the student will prepare face and razor, shave face, and apply after-shave independently to present a clean appearance as judged by the teacher.

   (c) Upon verbal direction, the student will independently perform the tasks of washing face and hands, combing hair, shaving, brushing teeth and straightening clothing, to present a neat and clean appearance as judged by the teacher.

PREVOCATIONAL

1. Given a large quantity of items similar in shape and color, the student will be able to sort the items according to the named attribute with 100% accuracy three consecutive times.

2. Given a large variety and quantity of items, the student will package the items with 100% accuracy for three consecutive trials.

3. Given a group of task items, the student will package them in a determined sequence with 100% accuracy for three consecutive trials.

4. Given a variety of prevocational tasks for which the student has achieved mastery, the student will increase performance rate by 25% as judged by pretest and post test results.

5. Given the name of basic hand tools, the student will select the correct tool from a group of 20 tools with 100% accuracy for all tools.

6. Given 20 basic hand tools, the student will identify each tool by name with 100% accuracy.

7. Given 30 hand tools, the student will identify each tool by name and indicate verbally or through demonstration the appropriate use of the tool with 90% accuracy for three consecutive trials.

PSYCHOMOTOR

1. With teacher assistance, the student will perform skill steps in relay and team games with accuracy defined within the skill as judged by the teacher.

2. Given general directions for the team activity, the student will perform skills independently that are required in the activity, so as not to hold up the game or hinder the flow of the game as judged by the teacher.

COMMUNICATION

1. At the request of the teacher, the student will answer the classroom telephone, get the name of the person calling and to whom they wish to speak, get that person to the phone and, when necessary, relay messages with 90% accuracy at least three times during one week.

2. Given the name and address of an individual, the student will get their telephone number from the directory, call them, deliver a prearranged message, get the response, terminate the call and relay the response to the teacher with 85% accuracy for three consecutive trials.

3. Given a bliss language board on a tray that is attached to relaxation chair and a light attached to helmet, and 20 concrete objects, the student will identify the 20 objects by pointing to the appropriate symbol with head-light pointer on with 100% accuracy on two consecutive tests.

4. Given a model, the student will imitate three one-syllable words with approximations of the words, as judged by the instructor, on three consecutive tests.

5. Asked the question "more?" when a pleasurable or rewarding activity is stopped, the student will indicate his desire for the activity to continue or reoccur by responding with vocalizations; facial movements, etc. for two consecutive trials for three consecutive days.

SPEECH/LANGUAGE

1. Using visual, kinesthetic and tactile cues, the student will correctly discriminate and produce with speed and ease, r, er, and l blends in the following contexts at 90% accuracy as judged by the clinician:

    a. isolation
    b. syllables
    c. words
    d. phrases
    e. sentences
    f. reading
    g. structured conversation
    h. conversation

2. The student will identify his own nonfluencies in the following situations at 90% accuracy as judged by the clinician: reading, monologue and conversation.

3. Using prolongation as a control, the student will modify his nonfluencies at 90% accuracy as judged by the clinician in the following situations: carrier phrases, structured storytelling, structured conversation, and unstructured conversation.

HEARING/VISION

1. The student will demonstrate knowledge of time concepts by:

    a. sequencing pictures with 90% accuracy;

    b. crossing out the word or picture which does not belong with 90% accuracy;

    c. categorizing pictures which illustrate time concepts with 100% accuracy;

    d. Naming or writing the time period in which an activity occurs with 100% accuracy.

2. Given a picture story with eight pictures, the student will be asked five questions concerning the plot, and will answer four out of five questions correctly on three consecutive trials.

3. When presented with a list of 20 spoken sentences, the student will indicate orally whether the sentence is in the present tense (now), the past tense (finished), or the future tense (will happen) with 90% accuracy of response in a quiet environment at a distance of three feet.

4. Given a picture or object, the student will, with the therapist's help, be able to:

    a. print the word;

    b. use the word orally in a simple sentence;

    c. complete a simple sentence by printing the appropriate word.

5. After listening to a short story, the student will be able to choose the correct answer from a choice of four, concerning "what and when" with 90% accuracy.

6. After listening to a short paragraph, the student will be able to choose the correct answer from a choice of four, concerning "where" with 100% accuracy.

7. After listening to a lengthy paragraph, the student will be able to choose the correct answer from a choice of four, concerning "who" "what" "where" and "when" with 90% accuracy.

For programs using a specific reading and/or math series with a prescribed sequence of learning objectives, an alternate way of stating these short term objectives is acceptable. This would involve stating the objective, method of evaluation, and criterion in columnar fashion. The following IEP exerpts illustrate this technique.

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)		
	OBJECTIVE	EVALUATION	CRITERION
READING 1.Steve will increase his word attack skills.	Steve will be able to...... 1.1recognize the silent con-consonants. 1.2discriminate the short vowel sounds. 1.3recognize the sound symbol relationships for short vowels. (etc.)	Pre and post tests designed by the IU for each reading bloc will be administered.	80%
MATH 1.Steve will increase his math skills in the concept area.	Steve will demonstrate the ability to...... 1.1name fractional parts of figures. 1.2name fractional parts of sets. 1.3write equivalent fractions. 1.4recall from memory basic multiplication and addition facts. (etc.)	Pre and Post tests for each chapter are provided by the publisher of math curriculum being used.	Criterion has been established by the publisher on the Record and Prescription Chart for each chapter.

SPECIAL MEDIA and MATERIALS

Special media or materials should include all media and materials that are not normally found in regular education, and are needed to adapt the school environment to meet the needs of the student.

The following list provides examples of such items: helmet, ramps, standing table, prone board, wheelchair, electronic communication boards, and other types of communication boards, enlarged print materials, talking calculator, and talking book machines.

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION

The aspect of the IEP that indicates the child's special education program and regular education placement is called the "Primary Assignment and Statement of Integration." Below are some examples of primary assignments that might be listed on a student's IEP. It should be noted that itinerant classes such as Speech, Vision, Hearing and Gifted education whether itinerant or not are part of the Primary Assignment and need goals and objectives. They are not Related Services.

Primary Assignment and Statement of Integration

A. Primary Assignment

1. Placement

The Primary Assignment must list the special education placement as listed in State Standards. Please write out the full name of the program rather than using initials. For students who will also have an overlay program of speech, language, hearing, vision or gifted, these must also be listed under Primary Assignment.

2. Date of Initiation

The Date of Initiation should be listed as the projected month and year.

3. Expected Duration of Services

The Duration of services should be listed as ongoing.

B. Statement of Integration

A statement of Integration must be listed. It should indicate in what areas the student participates in regular education or that the student does not participate in regular education.

C. Examples of Primary Assignment and Statement of Integration

The following are sample statements for each exceptionality of Primary Assignment and Statement of Integration: (Note: Level should be written as either Elementary or Secondary.)

PHYSICALLY HANDICAPPED STUDENTS

1. Example for Placement in Self-contained Class.

   Physically Handicapped (Level)
   One would write the following on the bottom two lines:
   "It is not appropriate for this student to be integrated into the mainstream of regular education at this time."

2. Example for Placement in an Integrated Class.

   Physically Handicapped (Level)
   One would write the following on the bottom two lines:
   "(Student's Name participates in educational programs in (List subject area) .

SPEECH ONLY STUDENTS

1. Regular Education
   Speech

   One would write the following on the bottom two lines:
   "Student participates in regular education for all classes except Speech Therapy."

MENTALLY RETARDED STUDENTS

1. Example for Placement in Self-contained Severely and Profoundly Mentally Retarded Class.
   Severely and Profoundly Mentally Retarded (Level) .

   One would write the following on the bottom two lines:
   "It is not appropriate for this student to be integrated into the mainstream of regular education at this time."

2. Example for Placement in Self-contained Trainable Mentally Retarded Class.
   Trainable Mentally Retarded (Level) .

   One would write on the bottom two lines: "It is not appropriate for this student to be integrated into the mainstream of regular education at this time."

3. Example for Placement in an Integrated Trainable Mentally Retarded Class.
   Trainable Mentally Retarded (Level) .

   One would write on the bottom two lines: " (Student's Name) is integrated into regular education for (List subject areas) .

4. Example for Placement in an Educable Mentally Retarded Class.
Educable Mentally Retarded (Level)_____.

One would write on the bottom two lines: "The student participates in regular education for (List subject areas)____________.

LEARNING AND ADJUSTMENT STUDENTS

1. Example for Placement in a Self-contained Class with no integration at the present time.
Self-contained Learning and Adjustment for (Choose one-Socially and Emotionally Disturbed or Brain Injured) (Level)___ class with integration in a regular class(es) to be determined daily if and when (Student's Name)_____ can benefit from such placement.

2. Example for Placement in a Self-contained Class with existing integration. Self-contained Learning and Adjustment for (Choose one - Socially and Emotionally Disturbed or Brain Injured) (Level)_ class with integration in a regular class(es) to be determined daily if and when (Student's Name)___ can benefit from such placement.

Currently (Student's Name)___ is integrated into regular education class(es) for (Indicate appropriate subjects).

3. Example for Placement in a Resource Room part-time
Regular _________________________ grade with Learning and Adjustment (Choose one - Socially and Emotionally Disturbed or Brain Injured)
Resource Room for (Indicate appropriate subjects)___.

4. Example for Placement in a Learning and Adjustment program if the student is only part-time in regular education, most of the day in Resource Room. Learning and Adjustment for (Choose one - Socially and Emotionally Disturbed or Brain Injured) Resource Room with regular _______________ grade integration to be determined daily if and when (Student's Name)_____ can benefit from such placement.

Currently (Student's Name)_____ is integrated into regular education class(es) for (Indicate appropriate subjects).

LEARNING DISABILITIES STUDENTS

1. Example for Placement in a Self-contained Class. Self-contained Learning Disabilities Class (Level) with academic integration in a regular class program if and when (Student's Name) can benefit from such placement. In addition, (Student's Name) will be integrated into regular education classes for Music, Art, and Gym.

2. Example for Placement in a Resource Room. Regular class program __________ grade with Learning Disabilities Resource Room instruction in (Indicate appropriate subject).

HEARING IMPAIRED STUDENTS

1. Example for Placement in a Self-contained Class with partial integration.
   Hearing Impaired (Level)

   One would write on the bottom two lines: "Currently (Student's Name) is integrated into regular education classes for (Indicate appropriate subjects."

2. Example for Placement in a Self-contained Class with no integration.
   Hearing Impaired (Level)

   One would write on the bottom two lines: "At this time (Student's Name) will not be integrated into regular education."

3. Example of Placement in Regular Education with Itinerant Services.
   Regular Education
   Hearing Impaired

   One would write on the bottom two lines: "(Student's Name) will participate in regular education classes except for scheduled itinerant hearing services."

VISUALLY IMPAIRED STUDENTS

1. Example for Placement in an integrated Class.
   Visually Impaired (Level)

   One would write on the bottom two lines: "If and when appropriate, (Student's Name) will be integrated into regular education classes for (List subjects) " or "Currently (Student's Name) is integrated into regular education class(es) for (List subjects)."

2. Example for Placement in a Self-contained Class
   Visually Impaired (Level)

   One would write on the bottom two lines: "It is not appropriate for (Student's Name) to be integrated into regular education (Student's Name) to be integrated into regular education classes at this time."

3. Example for Placement in Regular Education with Itinerant Vision Services
   Regular Education
   Visually Impaired

   One would write on the bottom two lines: "(Student's Name) is integrated in regular education classes except for scheduled itinerant vision services."

4. Example for Placement in Regular Education - Contact Student
   Regular Education
   Visually Impaired

   One would write on the bottom two lines: "(Student's Name) is integrated into regular education class with itinerant vision consultation."

GIFTED

1. Regular Education
   Gifted

   In __________________ program with integration in regular education for all other subject areas.

   In AP class(es) __________ and __________ honors class(es) in __________ and __________ and integrated in regular education for all remaining classes.

   One would write on the bottom two lines: "Student participates in regular education for all classes except (Enrichment Classes) or (Academically Talented - Math and Science)."

B. Pre-Hearing Conference

1. The conference will be scheduled within 10 days from the date the school received your request. Contact the I.U. Supervisor before scheduling the meeting.

2. Chief school administrator or designee will chair the conference.

3. Participants

    a. parent
    b. supervisor or special education
    c. student, if appropriate
    d. the evaluator, if possible
    e. guidance counselor
    f. any person the parent wishes to invite may attent

4. School District and/or Intermediate Unit personnel will provide written evidence to support the appropriateness of the program.

5. Every attempt should be made to reach an agreement on an appropriate placement and program.

6. The approach of this conference is one of amicable discussion.

7. The conference may be reconvened as often as necessary.

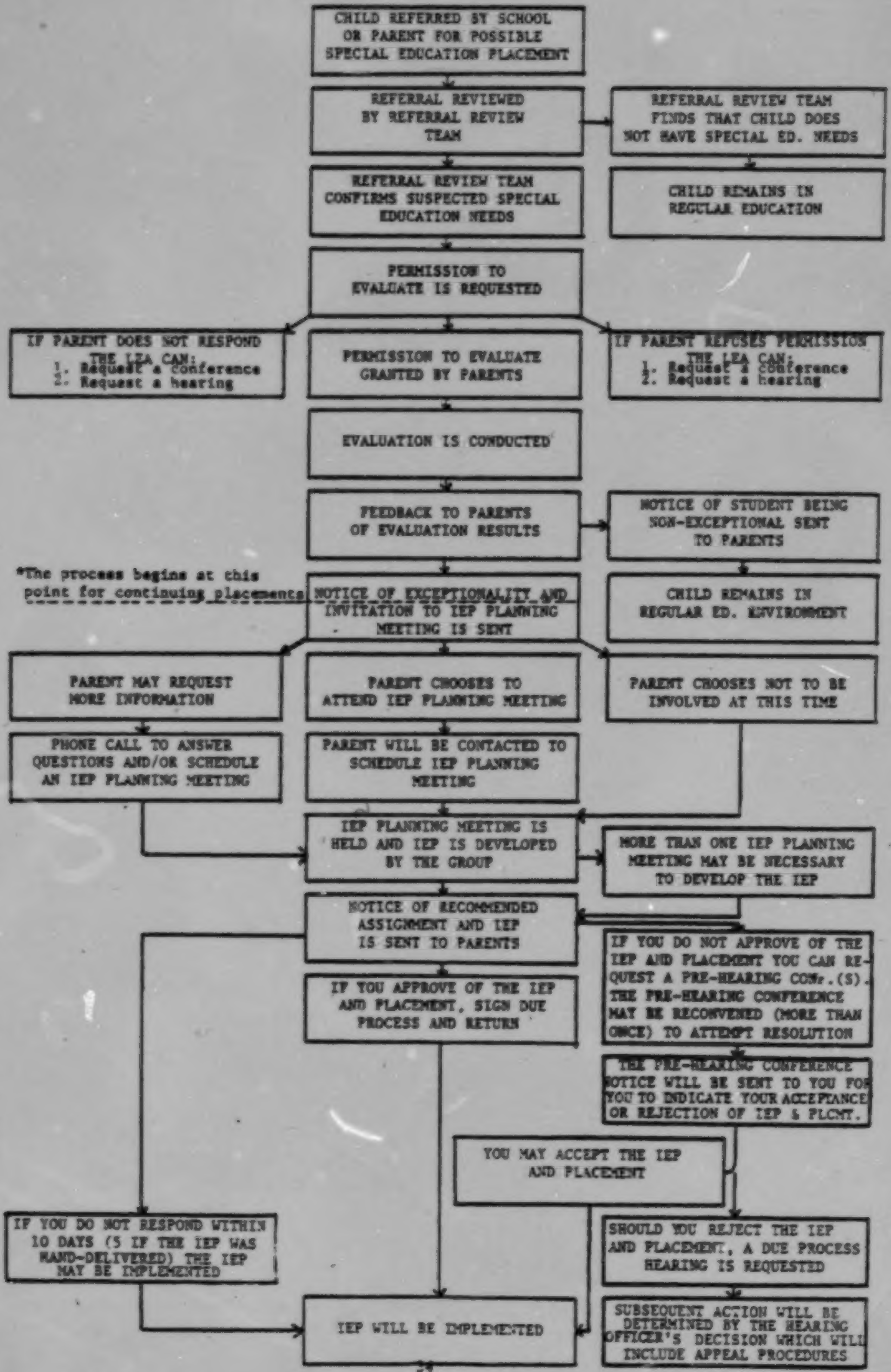
8. When it is determined that the pre-hearing conference will no longer be reconvened, pages 6 and 7 of the Notice of Recommended Assignment will be used.

9. Following the pre-hearing conference, the parent will be given documentation of the conference and the opportunity to request a hearing.

MONTGOMERY COUNTY INTERMEDIATE UNIT

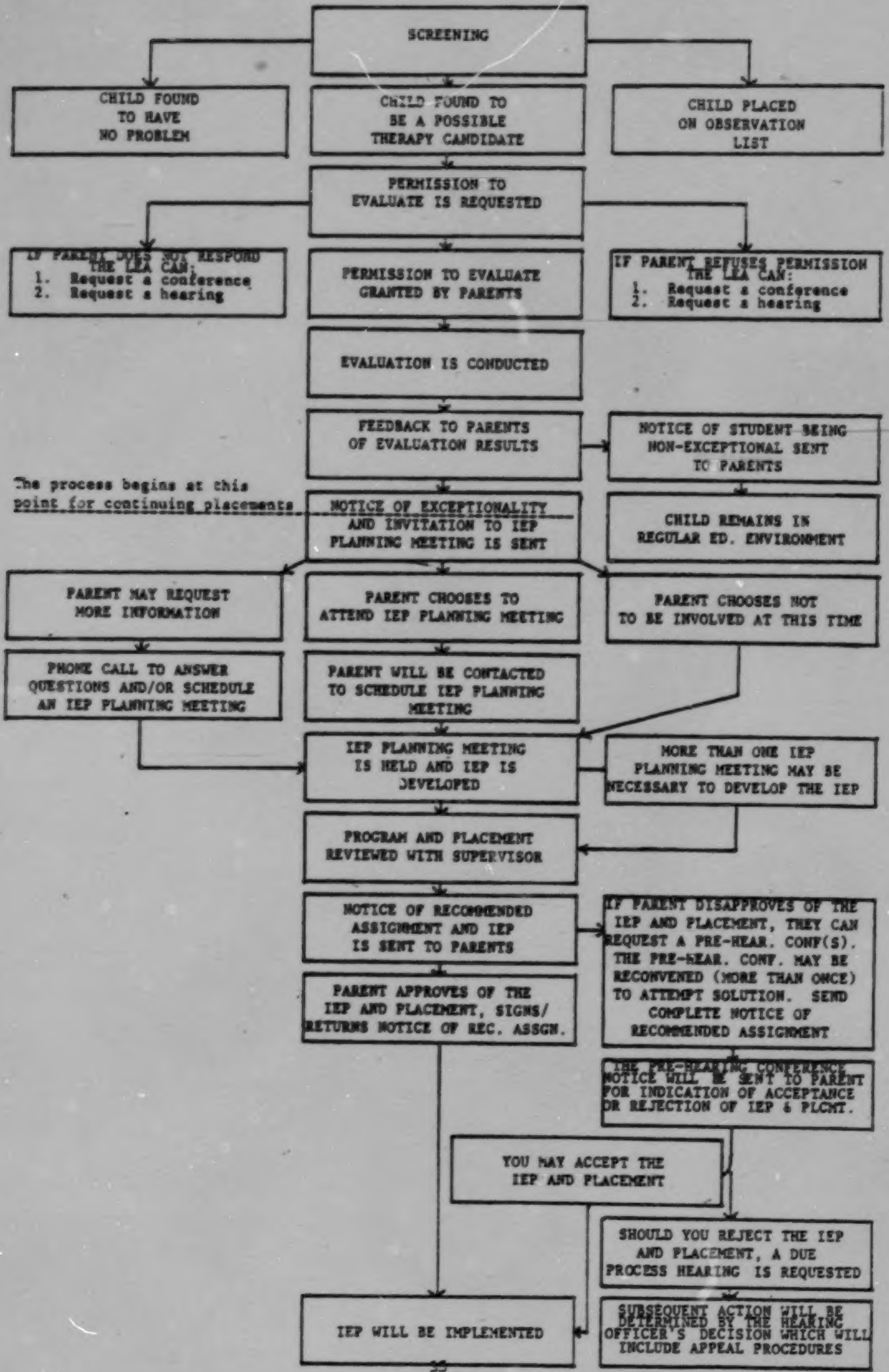
PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

PROCEDURES FOR IEP DEVELOPMENT FOR NEWLY ENTERING CHILDREN


CHILD REFERRED BY SCHOOL OR PARENT FOR POSSIBLE SPECIAL EDUCATION PLACEMENT
REFERRAL REVIEWED BY REFERRAL REVIEW TEAM
REFERRAL REVIEW TEAM FINDS THAT CHILD DOES NOT HAVE SPECIAL ED. NEEDS
REFERRAL REVIEW TEAM CONFIRMS SUSPECTED SPECIAL EDUCATION NEEDS
CHILD REMAINS IN REGULAR EDUCATION
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN: 1. Request a conference 2. Request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN: 1. Request a conference 2. Request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
*The process begins at this point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
CHILD REMAINS IN REGULAR ED. ENVIRONMENT
PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED BY THE GROUP
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
NOTICE OF RECOMMENDED ASSIGNMENT AND IEP IS SENT TO PARENTS
IF YOU APPROVE OF THE IEP AND PLACEMENT, SIGN DUE PROCESS AND RETURN
IF YOU DO NOT APPROVE OF THE IEP AND PLACEMENT YOU CAN REQUEST A PRE-HEARING CONF.(S). THE PRE-HEARING CONFERENCE MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT RESOLUTION
THE PRE-HEARING CONFERENCE NOTICE WILL BE SENT TO YOU FOR YOU TO INDICATE YOUR ACCEPTANCE OR REJECTION OF IEP & PLCMT.
YOU MAY ACCEPT THE IEP AND PLACEMENT
IF YOU DO NOT RESPOND WITHIN 10 DAYS (5 IF THE IEP WAS HAND-DELIVERED) THE IEP MAY BE IMPLEMENTED
SHOULD YOU REJECT THE IEP AND PLACEMENT, A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

MONTGOMERY COUNTY INTERMEDIATE UNIT
PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

SPEECH and LANGUAGE REFERRAL PROCEDURE - I.U. INITIATED


SCREENING
CHILD FOUND TO HAVE NO PROBLEM
CHILD FOUND TO BE A POSSIBLE THERAPY CANDIDATE
CHILD PLACED ON OBSERVATION LIST
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN: 1. Request a conference 2. Request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN: 1. Request a conference 2. Request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
CHILD REMAINS IN REGULAR ED. ENVIRONMENT
The process begins at this point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
PROGRAM AND PLACEMENT REVIEWED WITH SUPERVISOR
NOTICE OF RECOMMENDED ASSIGNMENT AND IEP IS SENT TO PARENTS
IF PARENT DISAPPROVES OF THE IEP AND PLACEMENT, THEY CAN REQUEST A PRE-HEAR. CONF(S). THE PRE-HEAR. CONF. MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT SOLUTION. SEND COMPLETE NOTICE OF RECOMMENDED ASSIGNMENT
PARENT APPROVES OF THE IEP AND PLACEMENT, SIGNS/ RETURNS NOTICE OF REC. ASSGN.
THE PRE-HEARING CONFERENCE NOTICE WILL BE SENT TO PARENT FOR INDICATION OF ACCEPTANCE OR REJECTION OF IEP & PLCMT.
YOU MAY ACCEPT THE IEP AND PLACEMENT
SHOULD YOU REJECT THE IEP AND PLACEMENT, A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

PREPARATORY NOTES/WORKSHEET FOR I.E.P. PLANNING MEETING

STUDENT'S NAME: ______________________________ **DATE:** ____________________

In recording your notes, please indicate the curricular areas that apply by using the appropriate codes:

SH - Self-Help Skills
GM - Gross Motor Performance
FM - Fine Motor Performance
CS - Communication Skills

SA - Social Adaptation
SE - Social-Emotional Functioning
CF - Cognitive Functioning
A - Academic
HP - Health & Physical Functioning

CE - Career Education
PV - Pre-Vocational Skill Train.
V - Vocational Skill Training
PM - Perceptual - Motor
VF - Visual - Functioning (Orientation & Mobility)

OBSERVATIONS OF STUDENT BEHAVIOR

AREA	

FORMAL AND INFORMAL EVALUATIONS

AREA	DATE	INSTRUMENT	RESULTS	COMMENTS

DEMONSTRATED SKILLS IN DIAGNOSTIC AND/OR EDUCATIONAL SETTING

AREA	STRENGTHS	DEFICITS

ESTIMATED TIME SPENT IN PREPARATION: ______________________________

PREPARATORY NOTES/WORKSHEET FOR I.E.P. PLANNING MEETING

STUDENT'S NAME: ______________________ DATE: ______________ Page 2

AREA	POSSIBLE ANNUAL GOALS TO BE DISCUSSED	POSSIBLE SHORT-TERM OBJECTIVES TO BE DISCUSSED (Including terminal behavior, conditions, criteria)

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

PROJECT AID
ASSISTANCE FOR IEP DEVELOPMENT

Final, Revised Set of Forms
To be used effective December 3, 1977

Form 1 - Request for IEP Planning Meeting

This form will only be used for reviews, and/or revisions, of the IEP. Its purpose is to notify parents of the meeting, and to give them the opportunity to attend.

Form 3 - IEP Planning Meeting Checklist

This form will be used for the IEP planning meeting for new students and continuing placements.

Form 4 - Case Contact Log

This form will be used to document all types of contacts with parents/guardians, or surrogates (telephone calls, meetings, conferences, mailings).

Form 8 - Response to parent-initiated requests for Evaluation or Due Process

Self-explanatory.

Form 9 - Request for permission to evaluate or reavaluate

Self-explanatory.

Form 10- Notification that student *is* Exceptional

This form is to be used for new students

Form 10A-Notification that student is *not* Exceptional

This form is to be used for students who have been evaluated, and have been determined not to be exceptional, and thus may not need special education.

Form 11- Notification that student *is* Exceptional

This form is to be used for students in speech, when speech was not part of the initial placement, or newly identified speech only students.

Form 11A - Notification that student is not exceptional.

This form is to be used for students who received a speech evaluation, but were found to be not in need of such speech services.

Form 12 - Cover Letter

This form is the cover letter to accompany the IEP and Notice of Recommended Assignment when mailed to the parent.

Form 13 - The Individualized Education Program (IEP)

It is intended that this form is to be eventually run off in NCR multi-copy format, but in the meantime is to be duplicated for use by districts, I.U. programs, and Approved Private Schools.

(To be Placed on Appropriate Letterhead)

REQUEST FOR IEP PLANNING MEETING

Dear Parents or Guardian: RE:______________________________

The Individualized Education Program (IEP) for your child is to be reviewed. At this time you are being notified so that a meeting can be arranged. Your participation is greatly desired so that you may give input and be fully informed concerning the program and/or placement of your child. The purpose for the review is:

☐ Change in Primary Assignment
☐ Change in Related Services
☐ Change in Annual Goals
☐ Annual Review
☐ Teacher or Parent Request

If you do not desire to participate in the IEP planning meeting at this time, please indicate by signing below. If you choose this option, an IEP planning meeting will be held in your absence and a completed copy of the IEP will be sent to you for your approval.

____
Individualized Education Program Planner

( ) I would like to participate in reviewing the student's Individualized Education Program. I can be reached at the following telephone number:

Telephone number:____________________ Time of Day:____________________

Or at the following address:______________________________

____

( ) I am not clear as to what this IEP planning meeting means and want to be contacted by you for more information. I can be reached at the following telephone number:

Telephone number:____________________ Time of Day:____________________

Or at the following address:______________________________

____

( ) I do not desire to participate in reviewing the student's Individual Education Program at this time.

__________ ______________________________
Date (Signature of Parent, Guardian or Surrogate Parent, Student)

__________ ______________________________
Date (Signature of Parent, Guardian or Surrogate Parent, Student)

Please complete and return this form immediately to:

____

____

____

(AID:mlm - Form 1 - Rev. 11/30/77)

IEP PLANNING MEETING CHECKLIST

STUDENT ______________________ DATE ______________ TIME ____________

PARTICIPANTS:

Teacher ______________________

LEA Representative ______________________

Parent or Guardian or Surrogate ______________________

Parent or Guardian ______________________

Student ______________________

Other ______________________

Other ______________________

Other ______________________

AREAS TO BE COVERED	√	PARENT CONCERNS	TEACHER/LEA REPLY
I. IEP COMPONENTS			
A. Present Educational Levels			
B. Annual Goals			
C. Short Term Objectives			
1. Instructional Methods, Media, Materials			
2. Evaluation of Instructional Objectives			
a. tests and evaluation materials			
b. criteria for successful performance			
D. Related Services			
E. Special Media and Materials			
II. PRIMARY ASSIGNMENT REASON for ASSIGNMENT DESCRIPTION of INTEGRATION			
III. DATES			
A. Initiation and Duration of Services			
B. Annual Review			
IV. OTHER TOPICS DISCUSSED			

(AID:mlm - Form 3 - Rev. 11/30/77)

CASE CONTACT LOG

TEACHER________________________ ADDRESS________________________

STUDENT________________________ ________________________

PARENT/GUARDIAN________________________ TELEPHONE________________________

LOCATION OF STUDENT________________________

DATE	TIME	ANSWERED BY**	CONTACT INITIATED BY	TOPIC OF DISCUSSION	METHOD OF CONTACT (Letter, Mtg. Telephone, Home Visit)

**Indicate busy signal, no answer or person who answers call.

(AID:mlm - Form 4 - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

Address block giving the name and
address of the student, parent,
guardian or surrogate parent.

Address block identifying the name,
title, school and school address of
the school official sending this
letter. (If the letter is typed on
letterhead paper, this block may
not be necessary.)

Dear ____
(Student, Parent, Guardian or Surrogate Parent)

This letter confirms that you are requesting an evaluation or initiating due process procedures concerning the educational placement and program for

____
(Name of Student and Present Educational Program)

The school district will prepare written evidence concerning the appropriateness of the student's educational program. This material will be available to you or your representative. A conference will be scheduled to discuss your concerns.

Should the school district feel it necessary to conduct an evaluation prior to this conference, you will be notified. If you have had an outside evaluation completed, please bring the information to the conference.

If the conference results in recommended revisions to the student's educational placement and program, you will be notified of the revisions. Following the conference, you will be given the opportunity to request a hearing.

Sincerely

____
(Signature of School District Superintendent)

(AID:mlm - Form 8 - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

NOTICE OF REFERRAL FOR EVALUATION

Dear Parents or Guardian:

The ______________________________ School District would like to provide an evaluation or reevaluation (circle one) for ____.
(Student's Name)

The student has been referred for evaluation or reevaluation (circle one) for the following reasons: ____

____

____

An evaluation or reevaluation is done before any person can be placed in a special education program or service. It must also be done before any person can be denied placement following a parental request. A reevaluation may also be found necessary to carry out the annual review of an Individualized Education Program (IEP).

Prior to approval or disapproval of the evaluation/reevaluation, the parent has the right to inspect and review all relevant school records; be informed of the procedures and specific types of tests which will be used in the evaluation, and the approximate dates of such procedures.

Our proposed plan for evaluation includes the following:

Procedure	Proposed Date of Evaluation

Parents have the right to meet with a certified public school psychologist to discuss the referral and proposed evaluation procedures. Parents have the right to object to the evaluation and request a hearing.

To obtain the student's records, to arrange a conference, or for more information call:

____

(Specify responsible person, telephone number and hours during the day when he/she can be reached)

__________ I hereby grant permission for the evaluation as indicated above.

__________ I hereby deny permission for the evaluation as indicated above.

____ ________________________
(Signature of Parent(s) or Guardian(s)) Date

PLEASE KEEP ONE COPY AND RETURN THE OTHER COPY IN THE ENCLOSED ENVELOPE

(AID:mlm - Form 9 - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS EXCEPTIONAL

[Address block giving the name and address of the student, parent, guardian, or surrogate parent.]

[Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation. (If the letter is typed on letterhead paper, this block may not be necessary.)]

Dear Parent (Guardian):

______________________________ has provided an evaluation and
(School District)

review of data for __________________________________ to assure that
(Student's Complete Name)

he/she has an appropriate educational program. This evaluation and review of data was accomplished by the District Evaluation Team. This team included a public school psychologist, pupil's present teacher(s) and supervisor(s) of special education or a school administrator(s) or any other person(s) knowledgeable about the program and/or service options which may be appropriate for the pupil.

Review of the evaluation and data results indicate that ____ is an exceptional student and is in need of special programs and/or services.
(Student's Complete Name)

You have the right to review all data collected on this student. If you have not had a conference to discuss the evaluation findings, you may request such a conference. In addition, a conference shall be arranged for you as parent (guardian) to participate in development of an Individualized Education Program. To obtain the student's records, or to arrange a conference on the evaluation results you may call: ____
(Specify responsible person, telephone

____
number and hours during the day when he/she can be reached)

Please indicate your preference on the next page for your participation in the IEP planning meeting. Your participation is greatly desired so that you

(AID:mlm - Form 10 - Rev. 11/30/77)

may give input and be fully informed as to program and placement.

If you desire not to participate in the IEP planning meeting at this time, please indicate by signing the third option below. If you choose not to attend, an IEP planning meeting will be held in your absence. A Notice of Recommended Assignment and a copy of the IEP will be sent to you.

( ) I would like to participate in planning the student's Individualized Education Program. I can be reached at the following telephone number:

____________________________.

( ) I am not clear as to what this IEP planning meeting means and want to be contacted by you for more information. I can be reached at the following telephone number:

Telephone #:____________________ Time of Day:_______________

Telephone #:____________________ Time of Day:_______________

Or at the following address:_________________________________

____

( ) I do not desire to participate in the planning of the student's Individualized Education Program at this time.

________ ____

Date (Signature of Parent, Guardian or Surrogate Parent, Student)

________ ____

Date (Signature of Parent, Guardian or Surrogate Parent, Student)

Please complete and return this form immediately to:

____

____

____

____

____

(Signature of Superintendent)

(AID:mlm - Form 10 - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

[Address block giving the name and address of the student, parent, guardian, or surrogate parent.]

[Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation. (If the letter is typed on letterhead paper, this block may not be necessary.)]

Dear Parent (Guardian):

________________________________ has provided an evaluation and
(School District)

review date for ________________________________ to assure that he/she has
(Student's Complete Name)

an appropriate educational program. This evaluation and review of data was accomplished by the District Evaluation team. This team included a public school psychologist, pupil's present teacher(s) and a supervisor(s) of special education or a school administrator(s) or any other person(s) knowledgeable about the program and service options which may be appropriate for the pupil.

Review of the evaluation and data results indicate that ________________
(Student's

________________________ is not an exceptional student and is not in need
Complete Name)
of special programs and services at this time.

You have the right to review all data collected on this student. You may request a Pre-Hearing Conference to discuss the evaluation findings and review the data collected. If, after the Pre-Hearing Conference, you are not satisfied with the results you will have the right to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

____
(Specify responsible person, phone number and hours during the day when he/she can be reached)

____
(Signature of Superintendent)

(AID:mlm - Form 10A - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS EXCEPTIONAL

[Address block giving the
name and address of the
student, parent, guardian
or surrogate parent.]

[Address block identifying the name,
title, school and school address of
the school official requesting permission
for the evaluation. (If the
letter is typed on letterhead paper,
this block may not be necessary.)]

Dear Parent (Guardian):

______________________________ has provided an evaluation for
(School District)

______________________________ to assure that he/she has an
(Student's Complete Name)

appropriate educational program. This evaluation and review of data was accomplished by ______________________________.
(Speech Clinician)

Review of the evaluation results indicate that ______________________________
(Student's Complete Name)

is an exceptional student and is in need of special programs and services.

You have the right to review all data collected on this student. If you have not had a conference to discuss the evaluation findings, you may request such a conference. In addition, a conference will be arranged for you as parent (guardian) to participate in development of an Individualized Education Program.

To obtain the student's records, or to arrange a conference on the evaluation results, you may call:

____
(Specify responsible person, telephone # and hours during the day when he/she can be reached)

Please indicate your preference on the next page for your participation in the IEP planning meeting. Your participation is greatly desired so that you may give input and be fully informed at to program and placement.

You may desire not to participate in the IEP planning meeting at this time. Please indicate this desire by signing the third option. If you choose not to attend, an IEP planning meeting will be held in your absence. A copy of the

(AID:mlm - Form 11 - Rev. 11/30/77)

Notification That Student is Exceptional (Cont.)

IEP and Notice of Recommended Assignment will be sent to you for your approval.

____
(Supervisor and/or LEA Representative)

( ) I would like to participate in planning the student's Individualized Education Program. I can be reached at the following telephone number:

____

( ) I am not clear as to what this IEP planning meeting means and want to be contacted by you for more information. I can be reached at the following telephone number:

Telephone #:____________________ Time of Day:_______________

Telephone #:____________________ Time of Day:_______________

Or at the following address:______________________________

____

( ) I do not desire to participate in the planning of the student's Individualized Education Program at this time.

________ ______________________________________
Date (Signature of Parent, Guardian or Surrogate Parent, Student)

________ ______________________________________
Date (Signature of Parent, Guardian or Surrogate Parent, Student)

Please complete and return this form immediately to:

____

____

____

____

(AID:mlm - Form 11 - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and address of the school official requesting permission for the evaluation. (If the letter is typed on letterhead paper, this block may not be necessary.)

Dear Parent (Guardian):

______________________________ has provided an evaluation
(School District)

and review of data for ______________________________ to assure that
(Student's Complete Name)

he/she has an appropriate educational program. This evaluation and review of data was accomplished by ____
(Speech Clinician)

Review of the evaluation and data results indicate that _______________
(Student's

________________________ is not an exceptional student and is not in need
Complete Name)
of special programs and services at this time.

You have the right to review all data collected on this student. You may request a Pre-Hearing Conference to discuss the evaluation findings and review the data collected. If, after the Pre-Hearing Conference, you are not satisfied with the results you have the right to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

____
(Specify responsible person, telephone number and hours during the day when he/she can be reached.)

____
(Signature of Supervisor and/or
LEA Representative)

(AID:mlm - Form 11A - Rev. 11/30/77)

(To be Placed on Appropriate Letterhead)

Enclosed you will find the Notice of Recommended Assignment and a copy of your child's Individualized Education Program. Please read each document carefully. If you have any questions concerning these, please call your local school as soon as possible.

Please sign and return the Notice of Recommended Assignment to your local school district. The IEP is to be kept for your own records.

Again, if you have any questions, please contact your local school.

(AID:mlm - Form 12 - Rev. 11/30/77)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE ______________________

Student's Name: ______________________

Birthdate: ______________________

Participants in IEP Development & Writing:

Name	Title

Current Assignment: ______________________

Date Written: ______________________

Date of Annual Review: ______________________

Operating Agent: ______________________

Person responsible for Implementation of Program: ______________________

Date of IEP Planning Meeting: ______________________

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

SPECIAL MEDIA OR MATERIALS: ______________________

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME____________________________

DATE IEP WRITTEN____________________________

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME________________________

DATE IEP WRITTEN______________________

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Happy Hallow School District

Student's Name: Ivan E. (Exceptional) Potential

Birthdate: 9/14/64

Participants in IEP Development & Writing:

Name	Title
Mr. Jones	Teacher
Mr. & Mrs. Potential	Parent
Ivan Potential	Student
Mrs. Smith	LEA Representative

Current Assignment: Gifted Middle School

Date Written: 9/10/77

Date of Annual Review: 9/10/78

Operating Agent: Montgomery County Intermediate Unit

Person responsible for Implementation of Program: Dr. Weiser

Date of IEP Planning Meeting: 9/1/77

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	9/77	ongoing
7th grade with participation in an Enrichment Program with integration into all other classes.		

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	9/77	ongoing
Physical Education	9/77	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Ivan E. Potential

DATE IEP WRITTEN 9/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

The grade equivalent scores on the Stanford Achievement Test show that Ivan is working well above grade level in all of the academic areas. He shows particular strength in Language with the exception of Spelling. Social Studies is another area that reflects an extremely high achievement level. It is also indicated that Ivan has a high creative potential after being tested in the areas of fluency, flexibility, and originality. Conversations with Ivan's classroom teacher showed he probably would benefit from group participation skills.

(AID:mlm - Form 13B - Rev. 11/30/77)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Language Arts/ Library Skills Ivan will extend his research skills	1. Ivan will be able to appropriately use five different reference materials in his independent study with use and documentation judged successful by the teacher. (Application) 2. Ivan will propose a research outline for a self-selected topic, following the guidelines established by the teacher with all elements of these guidelines included in his outline. (Synthesis) 3. Ivan will assess research material for a self-selected topic by completing an assessment sheet that is mutually agreeable to the teacher and student. (Evaluation) 4. Ivan will formulate a questionnaire to be used to interview a community resource person with 75% of the items on a rating scale for the questionnaire rated "Good" or "Excellent". (Synthesis) 5. Ivan will compare and combine the information he received during a community resource interview with the information obtained from other sources and complete a comparison chart to the teacher's satisfaction. (Analysis) 6. Ivan will be able to justify his selection of five different sources for his research project, citing at least three different types of reliability per source. (Evaluation) 7. Ivan will design an audio-visual class presentation of his research topic within a mutually agreed upon time and with the presentation being judged "Very Good" by more than half of the class. (Synthesis)

NAME Ivan E. Potential DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Social Studies Ivan will design one aspect of the class' "City of the Future".	1. After selecting an aspect of the "City of the Future" to design, Ivan will hypothesize at least ten concerns related to the topic with all of the concerns being judged as appropriate by the teacher. (Synthesis) 2. Ivan will generate a plan, conforming to the teacher's guidelines, to implement his project with the plan having a total rating of at least fifty points. (Analysis) 3. Ivan will produce a presentation and/or product illustrating his aspect of the City of the Future, within a mutually agreed upon time and with over one-half of his peers judging Ivan's presentation and/or product as "Very Good". (Application)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Communication/Language Arts/Reading Ivan will expand his skills in written, verbal, and non-verbal communication.	1. Ivan will be able to design logical appeals on a controversial issue with half of the students holding opposing points of view agreeing to the logical nature of the appeals. (Synthesis) 2. Ivan will be able to differentiate editorial from factual information when assignments are made in each of the three news media (i.e., newspaper, television, and magazines) with correct differentiation made in three-fourths of the cases. (Evaluation) 3. Ivan will appreciate the complexity and power of non-verbal communication by designing a group presentation (non-verbal) with a topic chosen from a list suggested by the teacher and success indicated by over 50% of the audience being in agreement with the student's pre-arranged objectives. (Affective-Valuing)

NAME Ivan E. Potential

DATE 9/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Affective Skills Ivan will develop his group participation skills.	1. Ivan will be able to compare various kinds of group behavior, after observing several groups in operation, with his comparisons being judged successful/appropriate by the teacher. (Organization) 2. Ivan will modify his behavior within a group when appropriate, so that it facilitates the group's progress, with success being judged by student, teacher, and peers.(Characterization) 3. Ivan will be able to organize member of a group while working within the framework of a group project and with success being judged by the project being completed within the time block allotted by the teacher.(Organization)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Fairbanks School District

Student's Name: Snow White

Birthdate: Dec. 25, 1966

Participants in IEP Development & Writing:

Name		Title
Ms. Jones	-	Teacher
Mr. Smith	-	LEA Representative
Mr. & Mrs. White	-	Parents
Ms. Cohen	-	Eval. Team Member

Current Assignment: 6th Grade

Date Written: March 8, 1977

Date of Annual Review: March 8, 1978

Operating Agent: Fairbanks School Dist.

Person responsible for Implementation of Program: Ms. Cochran

Date of IEP Planning Meeting: Feb. 28, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
	March, 1977	ongoing

Self Contained Learning Disabilities Elementary class with academic integration in a regular class if and when Snow can benefit from such placement. In addition, Snow will be integrated into regular education classes for music, art, and gym.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	March, 1977	ongoing
Regular Physical Education	March, 1977	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

As shown by the Informal Reading Inventory, Snow is functioning at a third grade reading level. Her independent level was 2nd grade; instructional level 3rd to 4th grade; and frustration level - 4th grade. Snow's areas of strength in word attack include initial consonants, final consonants, and short-vowel sounds. In comprehension, her strong area was in locating the facts. Snow's weaknesses in word attack include recognizing consonant blends, long vowel sounds, and vowel diagraphs. In comprehension, Snow's weaknesses include getting the main idea, drawing conclusions, and recalling the facts.

An informal writing sample revealed strengths in capitalizing and punctuating simple sentences. Weaknesses were in capitalization of proper nouns, using commas when needed, and usage of pronouns. Spelling errors were in words containing consonant blends, long vowels, and plurals. As evidenced by the writing sample, Snow is familiar with the cursive alphabet. Snow's areas of deficiency include formation of upper-case letters and proper spacing between letters and words.

The results of Key Math show Snow functioning at the 4.5 level in math. Her areas of strength include the basic math facts in addition and subtraction,time, and recognizing the missing elements. Her areas of weakness include basic facts in multiplication and division, addition and subtraction of 3-digit numbers, word problems, addition and subtraction of fractions, measurement, and money.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
READING: Snow will increase her word attack skills.	1. Given 10 pictures of words, beginning with consonant blends, Snow will draw another picture to match each blend with 90% accuracy. 2. Given a "cue word" pronounced by the teacher, beginning with a consonant blend, Snow will name 2 other words beginning with the same consonant blend 100% of the time. 3. Given a list of 20 words with initial consonant blends of 2 or 3 letters, Snow will recognize and pronounce the words with 90% accuracy. 4. Given a list of 20 words with final consonant blends, Snow will recognize and pronounce each word with 90% accuracy. 5. Given a list of 20-one syllable words, Snow will underline those words containing a long vowel with 80% accuracy. 6. Given a list of 10-one syllable words with short vowel sounds, Snow will change each word to contain a long vowel by properly adding an e (e.g. hat- hate). 7. Given a list of 20 words, Snow will identify and pronounce the vowel diagraph with 75% accuracy. 8. Given a list of 5 words containing vowel diagraphs, Snow will write 5 rhyming words for each word with 80% accuracy.
Snow will increase her reading comprehension skills	1. After reading a short story in her reading book, Snow will state the main idea/or ideas to the satisfaction of the teacher.

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2. After reading a selection in her reading book, Snow will recall the facts to the satisfaction of the teacher.
	3. Snow will draw conclusions from a story she has read by stating these conclusions to the satisfaction of the teacher.
LANGUAGE ARTS: Snow will incorporate principals of Language Arts into written language.	1. When presented with 5 sentences without punctuation containing proper nouns, Snow will rewrite each sentence (using proper punctuation) with 90% accuracy.
	2. Given 10 sentences containing lists, Snow will insert commas where appropriate with 80% accuracy.
	3. In all written work, Snow will insert commas in dates with 95% accuracy.
	4. Given 10 sentences containing nouns, Snow will substitute the correct pronoun with 80% accuracy.
SPELLING: Snow will increase skills in spelling	1. Given pre and post tests for levels 1, 2, 3 of Continuous Progress in Spelling, Snow will complete each level with 80% accuracy.
	2. Given spelling words for levels 1, 2, and 3 of Continuous Progress in Spelling, Snow will use each word in a sentence correctly, each time, to the satisfaction of the teacher.

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
HANDWRITING: Snow will improve her handwriting skills	1. When given a printed list of 10 words, beginning with capital letters, Snow will write each word in cursive writing to the satisfaction of teacher. 2. Given 10 sentences, Snow will copy each sentence in cursive writing using proper spacing between letters and words to the satisfaction of the teacher.		
MATH: Snow will improve her skills in Math Computation	Objective	Evaluation	Criterion
	1. Snow will recall from memory multiplication facts for zero to nine tables.	Pre & Post tests for each chapter are provided by the publisher of the math curriculum being used	Criterion has been established by the publisher on the record & prescription chart for each chapter.
	2. Snow will recall from memory division facts for zero to nine tables.	"	"
	3. Snow will add any two 3-digit numbers with regrouping.	"	"
	4. Snow will subtract any two 3-digit numbers with regrouping.	"	"

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Snow White

DATE IEP WRITTEN March 8, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	Objective	Evaluation	Criterion
MATH (cont.)	5. Snow will add any 2 fractions with like denominators.	"	"
	6. Snow will subtract any 2 fractions with like denominators.	"	"
Snow will improve her skills in Math applications	1. Snow will measure lengths to the nearest ¼ inch	"	"
	2. Snow will solve any word problem using the appropriate operation.	"	"
	3. Snow will indicate the value of a given set of coins and bills.	"	"

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Outer Reach

Student's Name: Henry Sokolowski

Birthdate: 6/3/69

Participants in IEP Development & Writing:

Name	Title
Alice Atwood	LEA Rep.
Albert Apple	Teacher
Mr.& Mrs.Alan Anderson	Parents
Abigail Allison	Speech Clinician

Current Assignment: Learning & Adjustment Elementary - Speech

Date Written: April 1, 1978

Date of Annual Review: April 1, 1979

Operating Agent: MCIU

Person responsible for Implementation of Program: Ms. Supervisor

Date of IEP Planning Meeting: March 23, 1978

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Self-contained Learning and Adjustment for Socially and Emotionally Disturbed elementary class with integration in a regular class(es) to be determined daily if and when Henry can benefit from such placement.	4/78	ongoing
Speech and Language Elementary		

Currently Henry is integrated into regular education classes for all minor subjects and social studies.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation, Regular physical education, liason with family through social worker, group therapy under direction of consulting psychiatrist/psychologist, periodic re-evaluations by consulting psychiatrist. MIT as consultant in curriculum and educational programming.	4/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

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(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Reading

Henry's performance on the Palo Alto Informal Reading Inventory and Dolch Basic sight word list indicates that he demonstrates needs in most beginning reading skills. He demonstrates knowledge of some letter sounds; however, he does not use this information when attempting word analysis. Henry lacks consistent word attack skills at the pre-primer level with very limited sight vocabulary and at this level his reading comprehension has yet to be developed.

Math

Analysis of the Key Math Diagnostic Test and the Heath Math Placement Test indicates that Henry is basically instructional at the first grade level. He demonstrates knowledge of some concepts, time and mental computation with specific needs in number facts, money and measurement.

Science

On a teacher made test, Henry demonstrated specific information deficits in plant and animal life and knowledge of seasonal changes.

Affective Education

Past and present teacher observations indicate a need for support in improving his attendance to reality, improved self image and peer relationships.

Speech and Language

On the formal and informal speech and language assessment, Henry demonstrated specific needs in the following areas: verbal expression, question asking, sentence length and classification skills. Henry's spontaneous verbal expression is characterized by 1-2 word responses with limited context.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Reading	
1. Henry will enlarge his sight vocabulary	1. Given the Dolch first grade sight vocabulary words, Henry will increase by 25% the number of words pronounced.
2. Henry will increase his word recognition skills.	1. Given 20 beginning and ending sounds presented visually and/or orally, Henry will identify each sound with 90% accuracy. 2. Given 20 pattern words from his reading book, Henry will recognize the configuration of each pattern with 80% accuracy.
3. Henry will increase his comprehension skills.	1. After reading the title of a story from Henry's reading book, he will utilize picture clues to explain to the teacher's satisfaction the possible content of the story. 2. After reading a story from his reading book, Henry will relate the sequence of events in the story to the satisfaction of the teacher. 3. Henry will state the main idea of a short story he read to the satisfaction of the teacher.

Math	Objective	Evaluation	Criterion
1. Henry will increase his math computation skills.	1. Henry will write simple addition and subtraction equations.	Pre and post tests for each chapter are provided by the publisher of the math curriculum being used.	Criterion has been established on the record and prescription chart for each chapter.
	2. Henry will add 2 numbers whose sum is between 7 and 10.		
	3. Henry will subtract 2 numbers, the greater of which is between 7 and 10		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
2. Henry will increase his skills in math applications.	1. Henry will recognize pennies, nickels, dimes, and quarters and identify the coin by its value name. 2. Given a set of five pennies, or two nickels, Henry will indicate their combined value. 3. Given a ruler and a line, Henry will measure the line to the inch.
Science	
1. Henry will broaden his knowledge of science concepts.	1. During a science discussion, Henry will describe common characteristics of specific animals to the satisfaction of the teacher. 2. Henry will demonstrate the understanding of plant growth by caring for 3 live plants in the classroom with controlled environments.
Affective Education	The following affective short term objectives will be measured by one or more of following: L & A Affective Rating Scale, teacher observation, and post group discussion with the team.
1. Henry will increase the time of his contacts with reality.	1. Henry will increase his frequency of eye to eye contact with his teacher and peers while participating in group discussions. 2. Henry will engage in peer group discussions and increase positive responsiveness to social interaction initiated by others. 3. While in group, Henry will appropriately label fantasy and indicate when he is participating in such. 4. Henry will decrease his time spent in fantasy by increased social involvement and completing academic assignment within time allotments.

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
2. Henry will demonstrate pride in himself by appropriate pleasure responses to accomplished tasks.	1. Henry will decrease the number of negative comments with respect to himself or his work. 2. Henry will accept praise from authority figures and peers with increased eye contact and verbally respond to praising comments. 3. Henry will spontaneously demonstrate his self pride by taking completed academic task home for parent affirmation.
3. Henry will acquire an understanding and ability to get along with others appropriately.	1. At the teachers request, Henry will participate in play or work activities with one other member of his group. 2. Henry will voluntarily participate in a group activity with one or more peers. 3. Henry will appropriately verbalize while participating in academic and/or free time group activities.
Speech and Language	
1. Henry will demonstrate improved expressive language skills.	1. Henry will demonstrate the ability, as judged by the clinician, to use expressive language as a means of effective communication by engaging in the following activities designed to increase sentence length and content: a) Henry will verbally identify 7 specific characteristics of an object (label, shape, color, size, composition, function, major parts) with 90% accuracy. b) Henry will spontaneously describe a sequence of events with and without visual cues with 90% accuracy. c) Henry will retell a story with 4 major elements with 90% accuracy. d) Henry will complete sentences and short stories by offering a variety of possible causes for an action (for example - John went to the store because ______)

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Henry Sokolowski

DATE IEP WRITTEN April 1, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	e) Henry will improve his classification skills by sorting and categorizing objects in addition to stating reasons for grouping with 90% accuracy. 2. Through the use of various activities in variety of communicative settings, Henry will demonstrate competency as judged by the clinician in the ability to ask appropriate questions in order to gain more information to complete the activity or task with 90% accuracy.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Ideal

Student's Name: Elenore Frank

Birthdate: 11/18/67

Participants in IEP Development & Writing:

Name	Title
James Duff	LEA Representative
Susan Knoff	Teacher
Mr. & Mrs. Ed Frank	Parents

Current Assignment: 10th grade

Date Written: 9/15/77

Date of Annual Review: 9/15/78

Operating Agent: M.C.I.U

Person responsible for Implementation of Program: Ms. Supervisor

Date of IEP Planning Meeting: 9/10/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular 10th grade with Learning and Adjustment Brain Injured Resource Room for math and group therapy.	9/78	ongoing

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation, regular physical education, liason with family through social worker, group therapy under direction of consulting psychiatrist/ psychologist, MIT as consultant in curriculum and educational programming.	9/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

77

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Math:

Elenore is functioning on the 6th grade level as measured by the Key Math Diagnostic Test with strengths in numerations, mental reasonings and measurement. Instructional needs are in the area of computations in multiplication, division, and fractions.

Affective Education:

Past and present teacher observations indicate a need for improvements in peer relationships and increased self motivation.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Math	
Elenore will increase her math computation skills.	1. Given 10 three-digit by two-digit numbers, Elenore will multiply with 90% accuracy. 2. Given 20 three-digit by three-digit numbers, Elenore will multiply requiring regrouping with 80% accuracy. 3. Given 10 two-digit numbers, Elenore will divide by a one-digit divisor, obtaining a two-digit quotient with 90% accuracy. 4. Given 20 three-digit numbers, Elenore will divide by a two-digit divisor, obtaining a one-digit quotient with 80% accuracy. 5. Given 10 mixed fractions and a one-digit number, Elenore will multiply to compute the product with 80% accuracy.
Affective Education	
1. Elenore will acquire an understanding and the ability to get along with others appropriately.	The following affective short-term objectives will be measured by one or more of the following: the L&A Affective Rating Scale, teacher observation, and post group discussion with the team. 1. During group discussion Elenore will be positive and responsive to social interaction initiated by others. 2. Elenore will spontaneously seek to work or socialize with at least one other member of the class per day.
2. Elenore will take the initiative to independently start and complete work.	1. Elenore will come to school 18 out of 20 days per month. 2. Elenore will attend all of her classes on time with no more than one teacher reminder per week.

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Elenore Frank

DATE IEP WRITTEN 9/15/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	3. Elenore will initiate and complete all academic work with a limit of two teacher reminders per week. 4. Elenore will complete 4 out of 5 math homework assignments and hand them in on time.

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Montclair School District

Student's Name: Douglas, Steven

Birthdate: 2/12/63

Participants in IEP Development & Writing:

Name	Title
Robt. Morse	LEA Representative
Alice Peterson	Teacher
Thomas Douglas	Parent
Mary Douglas	Parent

Current Assignment: EMR Secondary

Date Written: 10/10/77

Date of Annual Review: 10/10/78

Operating Agent: Montgomery County IU-23

Person responsible for Implementation of Program: Robert Morse-Supervisor

Date of IEP Planning Meeting: 10/8/77

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Secondary level self-contained class for Educable Mentally Retarded students	10/77	ongoing

Steve is integrated into regular education for health, music, art, shop, home economics and physical education.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Physical Education	10/77	ongoing
Bus Transportation	10/77	ongoing

SPECIAL MEDIA OR MATERIALS: None

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

1. Summary of '76-'77 Progress Reports- Steve completed the first three books of Level A of the Phoenix Reading Program. These books dealt with initial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and a variety of comprehension skills. Steve achieved 80% mastery on all phonetic elements of the Action Readers and teachers guide exercises. Performance on comprehension evaluations indicates that some reteaching is necessary. Steve successfully completed the first six chapters of Book 3 of the Heath Mathematics Program. These chapters dealt with place value , an introduction to measurement and computational math. Mastery was achieved in these areas at a conceptual level. Chapter post tests indicate, however, that additional work is necessary in the practical application of these concepts.

   In Social Studies, Steve acquired a variety of career concepts and pre-vocational skills. He is now ready to apply these skills. In Science, Steve was introduced to the fundamentals of home repair in the areas of plumbing, electricity, glazing, and wall maintenance.

2. Reading- Steve is reading at a 2.5 grade level as tested by the Standard Reading Inventory. Word recognition skills were consistent beyond that level but significant deficiencies were evident in all areas of comprehension.

3. Math-Steve achieved an overall grade level of 4.0 on the Key Math Test. Weaknesses were evident in fractions, multiplication, division, mental computation and numerical reasoning.

Key Math

	Raw Score		Raw Score
Numeration	16	Mental Computation	3
Fractions	3	Numerical Reasoning	9
Geometry and Symbols	16	Word Problems	7
Addition	12	Missing Elements	1
Subtraction	11	Money	10
Multiplication	7	Measurement	15
Division	3	Time	11

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10-10-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
Reading and Lang. Arts	OBJECTIVE	EVALUATION	CRITERION
1. Steven will increase his reading comprehension skills	Steve will be able to... 1.1recall specific information from the text. 1.2locate specific information in the text. 1.3identify main ideas. 1.4interpret visual information. 1.5understand the sequence of events. 1.6make predictions. 1.7draw conclusions. 1.8understand cause and effect 1.9interpret characters' feelings and actions 1.10interpret figurative language 1.11relate text to personal experience 1.12comprehend issues in contemporary problems 1.13relate text to current events 1.14make comparisons and contrasts 1.15make generalizations 1.16extrapolate & project	Pre and post tests designed by the IU for each reading bloc will be given	80%
2. Steven will improve his word attack skills	2.1 discriminate the sounds of vowel dipthongs and digraphs 2.2 recognize the sound symbol relationships for vowel dipthongs and digraphs 2.3 discriminate the two sounds of "y" 2.4 learn sight vocabulary 2.5 interpret multiple meanings 2.6 recognize the sound symbol relationships for the two sounds of "y". 2.7 discriminate the r-controlled vowels. 2.8 recognize the sound symbol relationships for r-controlled vowels 2.9 discriminate hard and soft c and g 2.10recognize the sound symbol relationships for hard and soft c and g		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
	2.11 recognize the silent consonants 2.12 discriminate short vowel sounds 2.13 recognize the sound symbol relationships for short vowels	Pre and post tests designed by the IU for each reading bloc will be given	80%
Math 1. Steven will increase his math concepts.	Steve will demonstrate the ability to: 1.1 select and draw line segments 1.2 name sides of polygons 1.3 determine congruency 1.4 determine lines of symmetry 1.5 name fractional parts of figures 1.6 name fractional parts of sets 1.7 write equivalent fractions 1.8 recall from memory basic multiplication and addition facts 1.9 write multiplication and addition equations 1.10 solve basic division with remainder exercises 1.11 determine area and volume 1.12 measure diameter and radius 1.13 measure liquid 1.14 perform linear measurements 1.15 multiply 2 and 3-digit nos. by a 1-digit no. 1.16 divide 2 and 3-digit nos. by a 1-digit no.	Pre and post tests for each chapter are provided by the publisher of the math curriculum being used	80%

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
2. Steven will apply the math skills he learns to practical areas	2.1 make change 2.2 cash a check 2.3 balance a budget 2.4 carry out everyday buying and selling activities 2.5 use a menu 2.6 interpret information from "for sale" ads 2.7 acquire a basic understanding of comparison shopping 2.8 total sales slips 2.9 purchase items through newspaper advertisements	Performance on task	80%
Social Studies 1. Steven will become more familiar with his community	1.1 Given a local phone book and a map of the township, Steven will be able to locate the names, phone numbers, and addresses of various businesses, government offices, and useful service agencies independently. 1.2 Given local train and bus schedules, Steven will be able to specify leaving and arrival times and successfully plan an itinerary.		
2. Steven will increase his understanding of adult employment	2.1 After exposure to a variety of prevocational booklets and filmstrips, Steven will demonstrate an appropriate awareness of various occupational possibilities through written reports 2.2. After exposure to the same material and practical experience, Steven will be able to demonstrate an understanding of appropriate job behavior and employer-employee relationships through group discussion and a simulated classroom work experience. 2.3 Given the Ambler Gazette, Steven will be able to locate and simulate an appropriate response to want ads.		

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Science 1. Steven will learn a variety of home maintenance and repair skills	Using the Mobile Home Maintenance Lab, Steven will be able to perform the following operations correctly as judged by the teacher: 1.1 Fix a clogged drain and leaky faucet 1.2 Replace a broken window 1.3 Plaster small holes 1.4 Repair several small appliances 1.5 Replace a light switch and socket 1.6 Wallpaper a 6' x 6' area 1.7 Locate studs to hang pictures 1.8 Paint walls and woodwork 1.9 Trace electrical wiring
2. Steven will become aware of the needs of living things	2.1 Using the indoor classroom garden, Steven will grow a variety of plants, flowers and vegetables with success relative to classroom conditions. 2.2 Steve will participate in the care and breeding of aquarium fish using materials available in the classroom. Success will be determined by the healthy survival and perpetuation of the fish population

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Mountain Valley School District

Student's Name: Richards, Travis M.

Birthdate: May 17, 1960

Participants in IEP Development & Writing:

Name	Title
John T. Smith	- LEA Representative
Cheryl Vinton	- Teacher
Joshua Richards	- Parent
Marlene Richards	- Parent
Sally Crane	- Speech Clinician

Current Assignment: Trainable Mentally Retarded - Secondary Speech

Date Written: April 20, 1978

Date of Annual Review: April 20, 1979

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: John T. Smith - Supervisor

Date of IEP Planning Meeting: April 19, 1978

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Trainable Mentally Retarded Secondary	April, 1978	ongoing
Speech and Language Secondary	April, 1978	ongoing

It is not appropriate for Travis M. Richards to be integrated into the mainstream of regular education at this time.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus transportation	April, 1978	ongoing
Adaptive Physical Education	April, 1978	ongoing

SPECIAL MEDIA OR MATERIALS: -None-

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

ASSESSMENTS ADMINISTERED: TMR Profile; R.P.M. ; Informal Teacher Assessments

SELF CARE: Travis can manage all dressing skills including tying shoes. He can shave when given general directions and verbal prompts.

ACADEMIC SKILLS: Travis has number concepts to 25. He can add single digits to 10 using counters. Travis can print his name but has problems with size and spacing. He can recognize his own name, family names, classmates names and has a sight vocabulary of approximately 50 words. Travis can tell time to the hour. He can identify coins with assistance. He can identify colors, shapes, body parts and basic directional concepts.

PREVOCATIONAL SKILLS: Whereas Travis can perform the basic task skills of sorting according to size, type and color, and packaging with an average of 80% accuracy, he needs improvement in rate of performance and maintaining task attention for longer periods of time. He can identify 10 of 40 common hand tools and can use these tools with assistance.

PSYCHOMOTOR SKILLS: Travis can perform simple exercises, can handle a ball, and can participate in simple team games when given assistance.

SPEECH: On an informal assessment, Travis was found to communicate in phrases, have a minor articulation problem, and inadequate volume.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
1. SELF CARE A. Travis will improve grooming skills	1.A. a. Given shaving equipment and verbal prompts, Travis will prepare face and razor, shave face and apply after shave to present a clean appearance as judged by the teacher. b. Given shaving equipment and verbal direction "shave", Travis will prepare face and razor, shave face, and apply after shave independently to present a clean appearance as judged by the teacher. c. Upon verbal direction, Travis will independently perform the tasks of washing face and hands, combing hair, shaving, brushing teeth and straightening clothing, to present a neat and clean appearance as judged by the teacher.
2. ACADEMICS A. Travis will improve abilities in telling time.	2. A. a. Given a model clock, Travis will set the hands to named half hours and quarter hours with 100% accuracy for 3 consecutive trials b. Given a series of clocks set at specified hours, half hours and quarter hours, Travis will identify the time for each clock with 100% accuracy for 3 consecutive trials.
B. Travis will refine printing skills.	B. a. Given 1" lined paper, a pencil, and a list of words to copy, Travis will print all letters of words within the lines with 90% accuracy. b. Given 1" lined paper, a pencil and a short paragraph to copy, Travis will print all words leaving correct spacing between the words and keeping all words within the lines with 80% accuracy.
C. Travis will improve money skills.	C. a. Given 3 each of the 5 different coins, Travis will identify all coins with 100% accuracy for 3 consecutive trials. b. Given 3 each of the 5 different coins, Travis will assign values to all coins with 100% accuracy for 3 consecutive trials. c. Given the numerical form of each coin value, Travis will match numerical forms with coins with 100% accuracy for 3 consecutive trials.
3. PREVOCATIONAL A Travis will improve prevocational task skills	3.A. a. Given a large quantity of items similar in shape and color, Travis will be able to sort the items according to the named attribute with 100% accuracy 3 consecutive times

STUDENT NAME Richards, Travis M.

DATE IEP WRITTEN April 20, 1978

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIAN)
3. PREVOCATIONAL (cont.)	3A. b. Given a large variety and quantity of items Travis will package the items with 100% accuracy for 3 consecutive trials. c. Given a group of task items, Travis will package them in a determined sequence with 100% accuracy for 3 consecutive trials.
B. Travis will improve prevocational task performance rate.	3B. a. Given a variety of prevocational tasks for which Travis has achieved mastery, Travis will increase performance rate by 25% as judged by pretest and post test results.
C. Travis will improve hand tool recognition.	3C a. Given the name of basic hand tools, Travis will select the correct tool from a group of 20 tools with 100% accuracy for all tools b. Given 20 basic hand tools, Travis will identify each tool by name with 100% accuracy. c. Given 30 hand tools, Travis will identify each tool by name and indicate verbally or through demonstration the appropriate use of the tool with 90% accuracy for 3 consecutive trials.
4. PSYCHOMOTOR SKILLS A. Travis will improve performance in team activities.	4A. a. With teacher assistance, Travis will perform skill steps in relay and team games with accuracy defined within the skill as judged by the teacher. b. Given general directions for the team activity, Travis will perform skills independently that are required in the activity, so as not to hold up the game or hinder the flow of the game as judged by the teacher.
5. SPEECH A. Travis will improve speech skills.	5A. a . Travis will appropriately increase volume during speaking situations as judged correct by the clinician. b. Travis will appropriately improve intelligibility of his speech in the following situations at 50% accuracy as judged by the clinician: 1. single words 2. phrases 3. sentences 4. conversation c. Travis will improve the mean length of his verbal responses at 50% accuracy as judged by the clinician in the following sequence: 1. 4-word phrase 2. short sentences - 5 words 3. complex sentences

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE East River

Student's Name: Dollens, Frederick M.

Birthdate: 9/30/69

Current Assignment: Profoundly Mentally Retarded - Elementary

Date Written: March 12, 1978

Date of Annual Review: March 12, 1979

Operating Agent: M.C.I.U.

Person responsible for Implementation of Program: Jerome T. Potter

Date of IEP Planning Meeting: March 10, 1978

Participants in IEP Development & Writing:

Name	Title
Fay Bierwirth	Teacher
Philip Taylor	L.E.A.
Mr. Fred Dollens	Parent
Mrs. Fred Dollens	Parent
Margie Renese	P.T.

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Profoundly Mentally Retarded - self contained	March, 1978	ongoing

It is not appropriate for this student to be mainstreamed into regular education at this time.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	March, 1978	ongoing
Physical Therapy	March, 1978	ongoing
Occupational therapy - consultative	March, 1978	ongoing
Consultation for communication problems	March, 1978	ongoing
Adaptive physical education	March, 1978	ongoing

SPECIAL MEDIA OR MATERIALS: MaLaren chair (wheelchair), side-lying box, adapted seat for bus, bean bag chair, wedge, therapeutic ball

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Assements Administered: R.P.M. & Informal Teacher Assessments

COMMUNICATION: On an informal assessment using tasks from the Handicapped Environmental Language Program, Fred demonstrated good localization skills, but poor ability to reach and grasp.

Fred attends to visual stimuli for 10-15 second periods, maintains eye contact for 10 seconds, and localizes sounds when in a sitting position. He responds to his name and mirror image. He attempts reaching when in side-lying and sitting positions, and provided with physical prompts. He spontaneously vocalizes inflectional vowel-like sounds, but does not vocalize for communicative purposes.

MOTOR: Relaxation techniques are used prior to gross motor activities. Fred can roll segmentally from his back to left side with physical assistance. Given the proper support and positioning in equipment, he can be placed in sitting, side-lying, and prone positions. When in prone position over a roll, he can raise his head with midline orientation, and occasionally maintains this position for 15 seconds. When provided with physical assistance, Fred can sometimes maintain a side-lying position for a period of 1 minute.

FEEDING: Fred eats junior foods, but needs to be fed and needs to be provided with facilitation or jaw control techniques while eating. He demonstrates some control over jaw movements, and occasionally pulls food off the spoon with his lips. The 3-finger jaw control method is used in feeding Fred with eating and drinking.

SOCIAL: He returns a smile on 4 out of 5 trials, and responds to greetings on 1 out of 5 trials. He does not identify others by turning head unless gestural and verbal prompts are provided.

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
1. Communication: a. Fred will improve his ability to indicate needs and desires.	1-a.1 Asked the question "more?" when a pleasurable or rewarding activity is stopped, Fred will indicate his desire for the activity to continue or reoccur by responding with vocalizations; facial movements, etc., for 2 consecutive trials for 3 consecutive days.
	1-a.2 Given a relaxation activity, proper positioning, an object or stimulus placed within view and prompted to move his arm, Fred will move his arm for 2 out of 2 trials for 3 consecutive days.
	1-a.3 Given a relaxation activity, proper positioning, and an object or stimulus placed within view, Fred will reach toward the object or stimulus for 2 out of 2 trials for 3 consecutive days.
b. Fred will improve his visual tracking skills.	1-b.1 Given a visual stimulus moved from midline to the side of his face (90°), his head or eyes will move in the direction of the stimulus for 3 out of 4 trials for 3 consecutive days.
	1-b.2 Given same as 1-b.1, he will visually track the object for 3 out of 4 trials for 3 consecutive days.
	1-b.3 Given a visual stimulus moved from one side of his face to the other (180°), Fred will visually track the object for 3 out of 4 trials for 3 consecutive days.
2. Motor:	
a. Fred will increase his control of head movements.	2-a.1 Given relaxation activity and proper positioning, Fred will raise his head with midline orientation when prone over a roll, and when sitting on the instructors lap for 2 out of 2 trials for 3 consecutive days without facilitation.

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2-a.2 Given relaxation activity and proper positioning, and facilitation, Fred will hold his head up for one minute when sitting in the instructor's lap, and for 30 seconds when in a prone positing.
b. Fred will improve his ability to roll segmentally from supine to side with decreasing amounts of assistance.	2-b.1 Given a relaxation activity prior to being placed in a supine position, and assistance at the hip in rolling to side, Fred will complete the activity of rolling segmentally on 2 out of 2 trials for 3 consecutive days.
	2-b.2 Same as objective 2-b.2 except Fred will complete the roll after given assistance 3/4 way through the roll.
c. Fred will improve his ability to maintain a sidelying position without supports.	2-c.1 Given relaxation and position on his side without supports, Fred will maintain the sidelying position for 10 seconds when placed on his right side, and 20 seconds when placed on his left side for 4 consecutive days.
	2-c.2 Same as 2-c.1 except the student will maintain the position for 20 seconds on his right side and 30 seconds on his left side.
d. Fred will improve his ability to bear weight on his arms.	2-d.1 Placed in a 1/2 side-sitting position (propped on elbow) with support from the instructor, Fred will bear some weight on his arms to both sides, as judged by the instructor for 2 consecutive trials for 3 consecutive days.
	2-d.2 Same as 2-d.1 except he will bear some weight on his arms with his arms placed in front of him, when provided with minimal support at his shoulder.
	2-d.3 When placed in a prone position on a large therapeutic ball with the ball

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	2-d.3 (cont.) tilted forward, Fred will momentarily bear some weight on his hands, as judged by the instructor, for 2 out of 3 trials for 3 consecutive days.
3. Feeding: a. Fred will improve and utilize jaw control, lip closure, tongue movements, and chewing skills while eating junior foods and drinking.	3-a.1 Fed junior foods by an instructor providing the 3-finger jaw control technique, Fred will open his mouth to the proper gradation, and use his lips to remove food from spoon, and liquid from cup while eating and/or drinking, as judged by the instructor for 4 consecutive days.
	3-a.2 Provided with 3-finger jaw control method, when fed, Fred will use proper proper tongue movements and retain all food and liquid placed in his mouth, as judged by instructor for 3 consecutive days.
	3-a.3 Provided with 3-finger jaw control technique when fed, Fred will maintain lip closure while eating and drinking as judged by instructor for 4 consecutive days.
	3-a.4 Given a small piece of easily chewable food provided with 3-finger jaw control technique, Fred will bite down on the piece of food on 3 consecutive days.
4. Social: a. The frequency and quality of Fred's responses to his social environment will increase.	4-a.1 When the student receives a verbal greeting paired with a smile, the student will respond by smiling or vocalizing with increased frequency over baseline data.
	4-a.2 When asked the question "Where is___?" paired with a classmate's name, Fred

STUDENT NAME Fred Dollens

DATE IEP WRITTEN 3/12/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	4-a.2 (cont.) will identify the classmate by turning his head or eyes toward the classmate on 3 out of 4 trials for 3 consecutive days. 4-a.3 Given a normal school day, the student will refrain from crying for an entire school day on 3 consecutive days.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Fluency, Kevin

Birthdate: 10/1/72

Participants in IEP Development & Writing:

Name		Title
Mr. Little	-	LEA Representative
Mrs. Brown	-	Speech Clinician
Mr. & Mrs. Fluency	-	Parents

Current Assignment: Kindergarten-Speech

Date Written: 3/5/78

Date of Annual Review: 3/5/79

Operating Agent: I.U.

Person responsible for Implementation of Program: Mr. I. M. Supervisor

Date of IEP Planning Meeting: 3/4/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	3/78	ongoing
Speech & Language Elementary	3/78	ongoing

Kevin participates in regular education for all classes except speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	3/78	ongoing
Regular Physical Education	3/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Fluency, Kevin

DATE IEP WRITTEN 3/5/78

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

During a screening, Kevin was found to have frequent part-word repetitions accompanied by some struggle behavior. A further assessment revealed the following: automatic speech - fluent; imitative speech - fluent; storytelling - 11.5 sw/min.; conversation - 14 sw/min. Non-fluencies in storytelling and conversation included the following: whole word repetitions - 10; part-word repetitions - 25; prolongations - 13; thus, Kevin experienced 51 blocks in 4 minutes. Slight tension was noted on approximately 30% of blocks. Rate of speaking was considered fast, during which times blocks were more frequent. At a later time during the evaluation, fluency improved when the clinician used a very slow speaking rate while talking.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Fluency, Kevin

DATE IEP WRITTEN 3/5/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Kevin will improve his fluency in speaking situations.	Kevin will identify his own non-influencies in the following situations at 90% accuracy as judged by the clinician: reading, monologue, and conversation. Using prolongation as a control, Kevin will modify his nonfluencies at 90% accuracy as judged by the clinician in the following situations: carrier phrases, structured storytelling, structured conversation, unstructured conversation.
Kevin's fluency will be reinforced by parents and teachers.	No formal means of assessing information given to parents and teachers is planned. Both will be active participants in the therapy program, and will provide feedback on a regular basis by charting changes in Kevin's fluency levels in the classroom and home. When appropriate, they can assist with therapy by using fluency activities as directed by the clinician.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Cute, Catherine

Birthdate: 10/26/71

Participants in IEP Development & Writing:

Name	Title
Mr. Little -	LEA Representative
Mrs. Brown -	Speech Clinician
Mr. & Mrs. U.R. Cute - Parents	

Current Assignment: Grade 1 - Speech

Date Written: 4/20/78

Date of Annual Review: 4/20/79

Operating Agent: I.U.

Person responsible for Implementation of Program: Mr. Supervisor

Date of IEP Planning Meeting: 4/29/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	4/78	ongoing
Speech & Language Elementary	4/78	ongoing

Catherine participates in regular education for all classes except for speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	4/78	ongoing
Regular Physical Education	4/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Cute, Catherine

DATE IEP WRITTEN 4/20/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Using the Montgomery County Intermediate Unit screening device, Catherine was found to have an articulation problem characterized by substitutions of th for s and z. A further analysis of a spontaneous speech sample revealed the same pattern of articulation errors. Using the McDonald Screening Deep Test of Articulation, Catherine received a score of 10% correct production, which supports previous findings. Stimuability testing revealed that Catherine was capable of correct s and z production at word level. On an oral peripheral examination, all structures and their functionings were within normal limits.

STUDENT NAME Cute, Catherine

DATE IEP WRITTEN 4/20/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Catherine will show progress toward correct production of s and z.	Using visual, kinesthic, and tactile cues, Peter will correctly discriminate and produce with speed and ease s and z in the following contexts at 90% accuracy as judged by the clinician: a. isolation; b. syllables; c. words; d. phrases; e. sentences; f. reading; g. structured conversation; h. conversation.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Upper Valley

Student's Name: Brannon, Mary Jo

Birthdate: 7/26/71

Participants in IEP Development & Writing:

Name		Title
Mr. Little	-	LEA Representative
Mrs. Brown	-	Speech Clinician
Mr. & Mrs. Martin Brannon	-	Parents

Current Assignment: Grade 1 - Speech

Date Written: 2/4/78

Date of Annual Review: 2/4/79

Operating Agent: I.U.

Person responsible for Implementation of Program: Mr. I. M. Supervisor

Date of IEP Planning Meeting: 2/3/78

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	2/78	ongoing
Speech & Language Elementary	2/78	ongoing

Mary Jo participates in regular education for all classes except speech therapy.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	2/78	ongoing
Regular Physical Education	2/78	ongoing

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Using the Montgomery County Intermediate Unit screening form, Mary Jo was identified as having a language problem. Administration of these diagnostic instruments, Northwestern Syntax Screening Test , Test of Auditory Comprehension, and the Boehm Test of Basic Concepts, revealed weakness in the following areas of language development: auditory comprehension - understanding verbal messages, syntactical expression - expressing herself in grammatically complete sentences, and conceptualization - difficulty in understanding concepts of space, time, and quantity.

Voice, rhythm, and articulation were normal. An oral peripheral examination revealed structures and functions were within normal limits.

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Mary Jo will display improved receptive language skills.	Using objects, pictures, and/or people, a variety of language activites (following commands, appropriate selecting of pictures, and manipulating objects) will be presented in order to cover the following language areas: 1. Mary Jo will display an understanding of of the following verb forms: a. present tense; b. negative present tense; c. regular verbs-past tense; d. irregular verbs-past tense; e. negative past tense; f. future tense; g. negative future tense with 90% accuracy as judged by the clinician. 2. Mary Jo will display an understanding of noun-verb agreement with 90% accuracy as judged by the clinician 3. Mary Jo will display an understanding of pronouns with 90% accuracy as judged by the clinician. 4. Mary Jo will display an understanding of prepositions with 90% accuracy as judged by the clinician. 5. MaryJo will display an understanding of the following concepts: widest, whole, second, corner, behind, different, after, center, beginning, always, medium-sized, forward, zero, separated, pair, in order, third, and least, with 90% accuracy as judged by the clinician.
Mary Jo will display improved expressive language skills.	Using objects, pictures, and people, a variety of language activities will be presented in order to cover the following language areas:

STUDENT NAME Brannon, Mary Jo

DATE IEP WRITTEN 2/4/78

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	1. Mary Jo will display an understanding of of the following verb forms: a. present tense; b. negative present tense; c. regular verbs-past tense; d. irregular verbs-past tense; e. negative past tense; f. future tense; g. negative future tense with 90% accuracy as judged by the clinician. 2. Mary Jo will display an understanding of noun-verb agreement with 90% accuracy as judged by the clinician. 3. Mary Jo will display an understanding of pronouns with 90% accuracy as judged by the clinician. 4. MaryJo will display an understanding of prepositions with 90% accuracy as judged by the clinician. 5. MaryJo will display an understanding of the following concepts: widest, whole, second, corner, behind, different, after, center, beginning, always, medium-sized, forward, zero, separated, pair, in order, third, and least, with 90% accuracy as judged by the clinician.

(AID:mlm - Form 13C - Rev. 11/30/77/)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Lower Moreland

Student's Name: Stein, Susan

Birthdate: 3/16/71

Participants in IEP Development & Writing:

Name		Title
Mr. Jon Smith	-	Principal
Ms. Barbara Smollen	-	Psychologist
Mrs. Anne Bourdon	-	Hearing Therapist
Mr. & Mrs. Stein	-	Parents

Current Assignment: 1st Grade
Itinerant Hearing Services

Date Written: Nov. 30, 1977

Date of Annual Review: Nov. 30, 1978

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: Mrs. Janet McBride

Date of IEP Planning Meeting: Nov. 22, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education	Dec. 1977	Ongoing
Hearing Impaired Elementary		

Susan Stein is integrated into regular education classes except for scheduled itinerant hearing services.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation	Dec. 1977	Ongoing
Regular Physical Education		

SPECIAL MEDIA OR MATERIALS:

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

The Hahnemann Hospital Audiological evaluation on 9/76 indicated that Susan has a bilateral sloping sensori-neural hearing impairment of mild to severe degree. Susan obtained a score of 84% on the Larson's Auditory Discrimination test. On the Costello Speechreading Test, Susan scored 85% given auditorily, and 36% visually. These scores indicate that Susan is inconsistent in her speechreading skills. She needs both visual and auditory clues for communication.

Susan's sponteneous oral language is much better than her oral expression in structured situations. In both the Carrow Elicited Language and the Boehm tests, Susan obtained an M.A. of 6 yrs. (6/1/77). Her teachers found no real problems with her academic readiness program in kindergarten.

According to the Hearing Aid Program Pre-Test, Susan is able to put on and take off her hearing aid, and remove and replace her battery. She is not consistent in being able to test her battery, and being aware of when it is dead. She cannot fully describe the daily care of the aid, and does not adjust the volume consistently.

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Susan will develop receptive and expressive language through expansion of vocabulary and general language development.	A. The student will demonstrate knowledge of time concepts by: 1. sequencing pictures with 90% accuracy; 2. crossing out the word or picture which does not belong with 90% accuracy; 3. Categorizing pictures which illustrate time concepts with 100% accuracy; 4. Naming or writing the time period in which an activity occurs with 100% accuracy. B. Given a picture story with 8 pictures, Susan will be asked 5 questions concerning the plot, and will answer 4 out of 5 questions correctly on 3 consecutive trials. C. When presented with a list of 20 spoken sentences, Susan will indicate orally whether the sentence is in the present tense (now), the pastense (finished), or the future tense (will happen) with 90% accuracy of response in a quiet environment at a distance of three feet. D. Given a picture or object, Susan will, with the therapist's help, be able to: 1. print the word; 2. Use the word orally in a simple sentence; 3. Complete a simple sentence by printing the appropiate word.
Susan will develop consistent care and use of amplification.	A. Susan will assume responsibility for the daily care of her hearing aids by: 1. testing the batteries every therapy day; 2. making sure her earmold is clean; 3. keeping extra batteries in school.

STUDENT NAME Susan Stein

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	B. Susan will learn to adjust the volume to appropriate level with therapist rating of satisfactory performance.
	C. Susan will name the make, model, and kind of her hearing aids, and the battery number they use.
Susan will progressively develop optimum use of residual hearing.	A. Susan will develop the ability to extract information from the acoustic message signal in quiet and noisy environments, at varying distances with 90% accuracy by: 1. responding to questions; 2. carrying out directions; 3. listening for specific information and responding accordingly.
	B. The student will discriminate between words by use of a combination of vision and audition for understanding oral communication: 1. vision (4 out of 5 times); 2. audition (4 out of 5 times); 3. combination of both (9 out of 10 times)
	C. The student will imitate words, phrases and sentences progressing in length and complexity, commensurate with ability, at a distance of 5 ft. in quiet, and 3 ft. in noise, with 95% accuracy of response.
Susan will develop strategies to facilitate speechreading skills.	A. Susan will identify the meaningful nonverbal clues related to presented messages.
	B. When presented with a list of ten selected vocabulary words or ten sentences at her level of language, Susan will be required to repeat the words or sentences orally with 80% accuracy.

STUDENT NAME Stein, Susan

DATE IEP WRITTEN Nov. 30, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
	C. Susan will demonstrate the ability to extract information from the presented message through speechreading by: 1. giving the meaning of the message in her own words; 2. identifying the key words of the message.
Susan will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant hearing therapist.	A. Susan will demonstrate the ability to participate in classroom activities and in therapy sessions by: 1. asking and answering questions and volunteering information; 2. completing assignments; 3. watching the speaker's mouth while he is talking; 4. interacting acceptably with peers. (No formal assessments to be used: communication between teacher, hearing therapist and student to determine any problem areas.)
	B. Method Upon request of the parents, the hearing therapist will send a progress report to the audiologist prior to the audiological evaluation. The therapist will be available for providing information and resources to the teacher and district. The therapist will hold parent conferences to discuss the student's progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Spring-Ford

Student's Name: Martin, Sharon

Birthdate: May 25, 1969

Participants in IEP Development & Writing:

Name		Title
Mr. William Small	-	Principal
Ms. Edna Smart	-	Psychologist
Ms. Madeline Kern	-	Vision Consultant
Mr. and Mrs. Martin	-	Parents

Current Assignment: 2nd Grade
Vision Services

Date Written: December 4, 1977

Date of Annual Review: Dec. 4, 1978

Operating Agent: Montgomery County I.U.

Person responsible for Implementation of Program: Mr. Ben Williams

Date of IEP Planning Meeting: Nov. 18, 1977

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Regular Education		
Visually Handicapped Elementary	Dec. 1977	ongoing

Sharon Martin is integrated into regular education class except for scheduled itinerant vision services.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Bus Transportation		
Physical Education	Dec. 1977	ongoing

SPECIAL MEDIA OR MATERIALS: Large Print books, Magnifier

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

VISUAL FUNCTIONING:

According to - 1) Near Vision test for the Partially Sighted; 2) Subnormal Vision Test; and 3) Lighthouse Near Acuity Test administered in September of 1977 by an Itinerant Vision Consultant, Sharon was shown to function identically on all three tests. Her near vision was 20/250 at 16 inches. However, Sharon was able to function at a 20/60 level at 4 inches with the aid of a magnifier. Sharon's visual functioning in the classroom is very good only when using Large Print material, and/or a magnifier. Her reading speed is slow. (About 18-20 words per minute.)

According to other tests administered in September, Sharon does well in concepts involving times, space, money, but experienced difficulty in concepts of quantity and size relationships due to decreased vision functioning

LISTENING SKILLS

Sharon shows difficulty in determining major details after listening to a short paragraph or short story.

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

INSTRUCTIONAL AREAS & ANNUAL COALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Sharon will participate in all regular classroom activities with the help, monitoring and facilitation of the itinerant vision consultant.	1. To insure and maintain that Sharon is a functioning and contributing member of the classroom. (No formal assessments to be used, communication between teacher, vision consultant and student to determine any problem areas.) 2. To see that Sharon shares all the rights and privileges naturally extended to seeing members of the class. 3. To supply all the necessary special equipment materials, and tangible apparatus that Sharon and her teacher might need.
Sharon will improve her ability to identify major details in a listening experience.	1. After listening to a short paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "who" with 100% accuracy. 2. After listening to a short story, Sharon will be able to choose the correct answer from a choice of four, concerning "what and when" with 90% accuracy. 3. After listening to a short paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "where" with 100% accuracy. 4. After listening to a lengthy paragraph, Sharon will be able to choose the correct answer from a choice of four, concerning "who" "what" "where" and "when" with 90% accuracy. 5. After listening to a short story, Sharon will identify the correct answer, given no choice of responses, concerning "who" "what" "where" "when" with 80% accuracy.

STUDENT NAME Sharon Martin

DATE IEP WRITTEN Dec. 4, 1977

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Sharon will demonstrate an understanding of the basic concepts of quantity and size.	1. When asked, Sharon will correctly choose the first (2nd-10th) or the first, middle, and last object in a series of 10 objects with 90% accuracy. 2. When asked, Sharon will demonstrate an ability to distinguish the large, larger, or largest of three objects 4 out of 5 times. 3. When presented with three objects, Sharon will correctly choose the short, shorter, or shortest of the objects with 90% accuracy. 4. When given a four digit numeral, Sharon will identify correctly, 4 out of 5 times, the units place (the tens, the hundreds, and/or thousands place). 5. When given a set of 2-digit numbers, Sharon will be able to correctly write the appropriate "greater than" or "less than" signs with 90% accuracy.
Sharon will improve her visual functioning.	1. Using Visual Tracking exercises, Sharon will complete a page in less than two minutes with 100% accuracy without the use of a magnifier. 2. Using Word Tracking exercises, Sharon will complete a page in less than three minutes with 100% accuracy without the use of a magnifier. 3. Using Symbol Tracking, Sharon will complete an exercise in less than 3 minutes with 100% accuracy without the use of her magnifier.

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APPENDIX A

Project AID: Assistance for IEP Development

ASSESSMENT MATERIALS

This is a list of suggested assessment materials that may be used in writing an IEP for the LD and L&A exceptionalities.

A. Psychological Information

  1. Tests

    a. WISC
    b. WRAT
    c. Stanford-Binet

  2. Anectodal Notes

B. Educational Information

  1. Reading

    a. IRI
    b. Woodcock
    c. Informal Inventories
    d. Durrell
    e. Daniel's Word Recognition List
    f. Gates-McKillop Reading Diagnostic Tests

  2. Math

    a. Key Math
    b. Informal Inventories
    c. Placement tests for commercially produced curricula

  3. Spelling - Placement tests for commercially produced curricula

  4. Language Arts

    a. Placement tests for commercially produced curricula
    b. Informal inventories

  5. Handwriting - Samples

  6. Achievement Test

    a. California Achievement Test
    b. Stanford Achievement Test

    c. Iowa Achievement Test
    d. Metropolitan Achievement Test

7. Behavioral Objective Material - Behavioral Objective Sheets

(AID-9/1)

APPENDIX B

CURRICULAR AREAS

This is a list of curricular areas that should be considered in writing present educational levels, annual goals, and short-term objectives for TMR, SMR, and PMR students.

Self-Help Skills
Independent Living Skills
Gross Motor Performance
Fine Motor Performance
Communication Skills
Social Adaptation
Cognitive Functioning
Academic
Pre-Vocational Skills
Vocational
Psychomotor
Visual Functioning (orientation and mobility)
Auditory Skills

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State Superintendent from "GUIDELINES FOR PUPIL SERVICES" Volume 15, Number 2/Spring 1977 pp 52-55.

A Perspective on Multidisciplinary Teams

APPENDIX C

Robert N. Wendt

Multidisciplinary teams form the basis for effective state and federal legislation. However, because of the complexities involved it is often difficult to achieve a collaborative effort. Several factors such as who will be on the team, how the team will function, and the basic philosophical and attitudinal assumptions are explored in this article. Finally just what factors are essential to constitute an optimum team effort are presented.

Multidisciplinary teams are fundamental to a comprehensive pupil services program. However, many school districts have had difficulty or have been slow to develop the necessary teaming strategies to ensure adequate educational programming for children with exceptional needs increasingly being mandated by legislation across the country. The basic assumption is that when we have cooperation and communication between professional disciplines the service delivered on behalf of children will be of a superior quality. Each professional has valuable insights from a different perspective and joint action will produce better results. Cooperation and communication do not exist often enough. This article focuses on the need to explore factors that are involved and seek means to get professionals to work together in multidisciplinary teams.

The pupil personnel thrust (via special education) is toward the team approach. However, a survey of the literature indicates that research on team effectiveness is extremely limited. In one study of two pupil personnel *teams* contrasted with autonomous pupil personnel specialists, Gamsky, et al, (1973) found the team approach produced positive outcomes in the areas of achievement, personal adjustment, and attendance in children referred for special services. There appears to be a rather glaring need for empirical data regarding the types of benefits children receive when a team of interdisciplinary professionals work together in a collaborated effort.

In order to research effectively we need to understand just what constitutes a well functioning team. We also need to appreciate that teams growing from a set of professionals with varied backgrounds, theoretical approaches, competencies, and personalities into a coordinated effective unit is often a complex and frequently a painful process.

Team Composition and Function

There appears to be, by nature of their training and services rendered, a basic core to any pupil services team consisting traditionally of the counselor, psychologist, and social worker (Wrenn, 1962; Ferris, 1973). More recently, however, other specialists in reading, learning disabilities, retardation, and speech have been infused into the team further complicating the developmental process, especially when considering the role identity fluctuation that has been created in each discipline. The general mission of a team is to establish a staffing pattern, whereby the specialized personnel work with the principal and teacher to provide services for the child and family.

Team coordinator. To achieve this end, one of the specialists needs to be designated as the team coordinator and handle administrative matters relating to assignment of all cases. The selection of a team coordinator by a local school district should be made on the basis of personal and professional characteristics. Leadership style, organizational ability, and interpersonal sensitivity together with sound and respected competence in diagnosis and programming should be some of the key factors in selecting a team leader. Selection on the basis of discipline title or because of the interpretation of state legislation will create conflict and confusion. In other words, school psychologists should not automatically be made team coordinator, nor are all special education supervisors necessarily the best qualified to handle the administrative duties of the multidisciplinary team. The function of the coordinator is changing due to legislation regarding parental access to records and right to appeal. State and local record keeping and reporting procedures are becoming more complex. The coordinator is also involved in establishing mechanical procedures on a daily basis.

Case management. A most crucial point regarding any team is that each and every case should have one individual assuming responsibility for same. One of the greatest pitfalls of any team is the possibility of the team inhibiting personal initiative and responsibility creating a diminution of personal satisfaction and professional growth. In practice, the basic core of the team (psychologist, social worker, counselor) traditionally has available various ancillary team

Dr. Wendt is Assistant Professor and Coordinator, School Psychology Training Program, The University of Toledo, Ohio and formerly School Psychologist, Beaver Dam, Wisconsin Unified School District. Acknowledgement is made to **Robert Wyman,** School Social Worker, also Beaver Dam, for his valuable comments and critical review of the manuscript.

members as consultants. In a flexible manner, individuals could be called on for assistance at various times of the evaluative, programming, and treatment phases. Today, however, even the composition of the team is unclear and the professional role patterns confused. Thus "who does what" is confused and the net effect appears to be decreased efficiency.

Staffing patterns. The professional staffing pattern for a team should consider that the types of cases often vary from situation to situation. Therefore, the composition of any given team should not remain constant, but rather may vary within a given district. It is probably best to have the composition of the team and staffing pattern flexible depending upon the necessity of the case, the availability of personnel (which often changes from building to building), and the competencies of the various professionals involved.

It is, therefore, essential that a team's composition remain flexible both in terms of personnel and in techniques employed. Allowance needs to be made for personnel changes, different strengths of district personnel, and different clients. With increased flexibility, however, comes a certain amount of instability in role and function which affects, either positively or negatively, the working relationships while at the same time allowing for more appropriate utilization of personnel.

Mechanical Considerations

Every team needs to have certain "mechanical" procedures so that as little time as possible is spent on bureaucratic problems. Several aspects are involved:

1. Referral systems must be established covering all areas of development. The process for referral initiation can be flexible. The procedure should allow for the parent, teacher, administrator, or child to consult with pupil services staff. Building administrators, obviously should also sign all referrals and be involved in the consultation process. All formal referrals should come to the coordinator, who must have diagnostic and assessment skills, for processing. Assignment of cases is not an arbitrary procedure, and the various members' input is essential. Freedom to request certain types of cases and to express what kinds of services the child may need are also important to open communication. Effective programs will often find specialists consulting with school personnel for extensive periods to just prepare the groundwork for actual referrals. Inappropriate and arbitrary assignments tend to impede functioning and ultimately create an absence of team harmony which may, unfortunately, result in the lack of progress with the child.
2. Team and school staffings can be sensitive issues. Administrators often object, justifiably so, to excessive team meetings and staffings which produce few noticeable results. Individual consultation by a case manager with the team coordinator and other team members is usually as productive as extended meetings of the total multidisciplinary team and is probably an effective alternative.
3. Recordkeeping systems need continued revision. Team summaries are in some instances now required in order to handle special programming considerations and for protection in a parental appeal process.
4. Feedback patterns to teachers, administrators, and parents need clear definition and periodic maintenance. One of the major functions of the coordinator is to insure adequate feedback via case managers and other specialists. In a broader sense, this role involves supervision of the "mechanical" operation of the team.

Working Assumptions

To have an effective multidisciplinary team, the management mechanisms need to be functioning smoothly. Along with this, certain assumptions and/or understandings about the functions of the various members must be considered before the team can operate effectively. These include that team participants:

1. Must feel that each individual team member has a significant contribution to make in helping the team assess and program for individual children.
2. Each has enough to do because of the overwhelming need for services and program improvements. A well functioning team always has an abundance of referrals and is acting as a "change agent" in the schools through program development, consultation, and/or direct involvement in referral cases.
3. Work hard and attempt to do the best job possible under the circumstances. More succinctly, an attitude of "professionalism" must prevail.
4. Recognize that each has unique competencies leading to effective contributions both as individuals and as team members.
5. Have individual interests which should be respected and encouraged. Team members need to realize that it is not only the school that may have to retool but also that team members have much to learn from each other. Therefore, with the mechanical aspects and attitudes or underlying assumptions present, the team itself can be examined in regard to its level of functioning.

Optimum Team Performance

Regarding pupil services teaming techniques, Thomas (1972) proposes a continuum ranging from continued conflict to effective collaboration. The continuum ranges from outright conflict to peaceful coexistence on the negative side of the midline. On the positive end are cooperation and collaboration, which is the highest level of team performance. Unfortunately, many teams appear to operate in a state of conflict or peaceful coexistence rather than on the cooperative and collaborative side of the continuum.

All teams tend to be operative someplace along the continuum, and Thomas (1972, p. 83) defines collaboration as having: (1) a mutual commitment of objectives, (2) mutual responsibility to implement general and specific educational strategies, and (3) a mutual concern for providing effective direct services for the benefit of the child. In essence, we need to consider what ingredients are necessary for effective collaboration so that conflict, coexistence, and passive cooperation are eliminated. The following ingredients are essential to any team function at the collaborative level:

- Respect for individual competencies and interests to provide the basis for functional communication. Team members need to realize that not any one individual or profession has all the answers.
- Peer consultation in which team members act in a consultant role to each other. Team members must relate to each other with openness to the point of discussing personal behavior in specific situations.
- Mutual respect for team members as individuals, along with interpersonal sensitivity, based upon the ability to accept differences—different ideas, styles of functioning, and personalities. Differences provide collective strength to the team, and a collaborate team does not have team members viewing differences as a personal threat.
- No territorial boundaries are established or allowed to exist. The counselor is not the only one to counsel children. The social worker does not make all the home visits, and assessment via testing is not the exclusive domain of the psychologist. The farther away from collaboration on the continuum, the more rigid the roles seem to become. Hierarchies based upon discipline titles derived from the medical model should also be questioned in regard to the mental health team in the school.
- Sanction stemming from the team which encourages individuals to attempt new methods. Reinforcement from the team can promote creative efforts or stifle them permanently. This points up a value of the multidisciplinary team. They can (a) provide collective support for innovative methods and (b) lay the groundwork for change. A team that reinforces and supports each other successfully will achieve school administration support for new methods and programs with a minimum effort.
- Expenditure of minimal effort toward team operation and dynamics. Functional teams spend little time on administrative matters with efforts focused on implementation of services. While newly created teams experience growing pains, it is important that "jockeying for position" and subtle competition is minimized.
- Individual responsibility is encouraged. When a collective effort is centered on a child, the result can be diluted personal satisfaction, avoidance of commitment to the child, and sometimes a duplication of efforts. In order for a team to collaborate fully these pitfalls need to be avoided. The best method is to provide an atmosphere that draws upon strengths and where responsibilities are carefully and clearly delineated according to each specialist's interests and strengths.

In Summary

The advent of additional personnel and legislative demands has created a disequilibrium in many school districts where team work and collaboration has often been slow to develop. The failure to develop sound team functioning among pupil services staff may be related to a lack of understanding of the complexities involved in getting people to work together. In order to (re) develop a collaborative team effort, there needs to be an established, coordinated staffing pattern and management procedures which meet local school district needs. The team must also be comprised of individuals who possess similar attitudes and understandings about their functions. At the same time, the team should be striving to achieve a collaborative team effort keeping in perspective the various complex ingredients involved. The final result is a well functioning multidisciplinary team which does produce superior services to children.

Editor's Addenda

For other articles on multidisciplinary teams (M-Teams), the reader is referred to the article by Fredrick A. Schrank, "School Counselors and the Multidisciplinary Team Process: A Consultant Role," in the Winter 1975-76, Volume 14, No. 2, issue of *Guidelines for Pupil Services* as well as the article by Mary K. Gregory, "Perceived Effectiveness of Multidisciplinary Team Operations in Wisconsin," in this issue of *Guidelines*.

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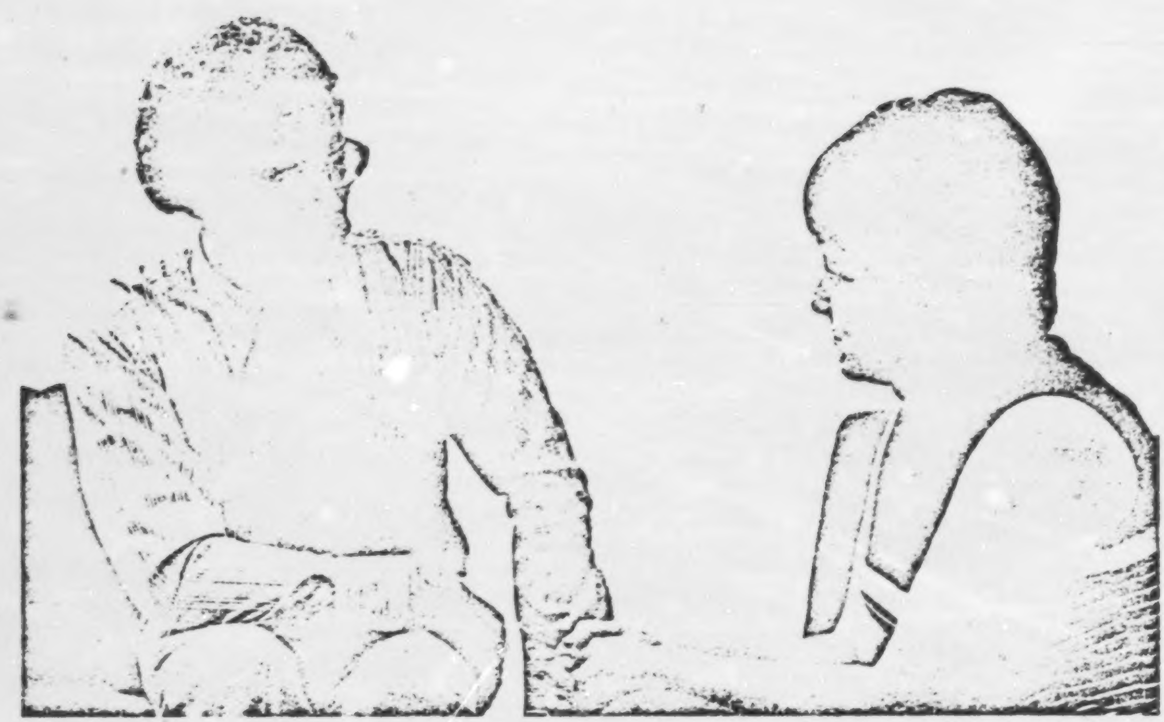
Communicating with Parents: It Begins with Listening

The process of helping a parent of a handicapped child begins with acceptance.



■ It has been observed in both research studies and autobiographical accounts by parents that one effect of raising a handicapped child is isolation. Parents may feel isolated from members of the extended family, neighbors, and old friends who fear, resent, or feel uncomfortable and embarrassed by the handicapping condition. Many parents either anticipate or actually experience social rejection, pity, ridicule, and the related loss of self esteem and social prestige.

It is not uncommon to find parents of handicapped children withdrawing from social participation and altering plans which might expose them or their child to social rebuff. This withdrawal or rejection may further frustrate the parents and thereby increase their hostility, resentment, or anger toward those around them. This, in turn, makes it more likely that their family, friends, and neighbors will want to have even fewer associations with them. Parents may find themselves in the grip of a vicious cycle of rejection and isolation.

This becomes an even more significant problem for parents of young handicapped children who have only just begun the painful and lengthy "coming out" process in which they publicly acknowledge their child's handicapping condition. Part of this process involves the replacement of unhelpful or negative family members and friends with a new constellation which might include other parents of handicapped children, community agencies or associations, and special educators as their primary source of emotional support and understanding. But, prior to the development of these new relationships, it may be the special teacher who best comes to know and care for the child. The special teacher can be a powerful therapeutic helper as the family struggles with problems of isolation.

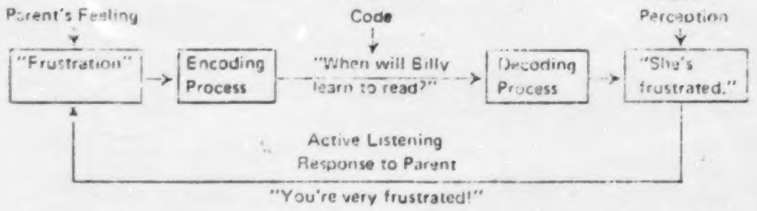
NEED FOR UNDERSTANDING

The thrust of recent legislation and judicial decrees has been to bring an increasing number of children with a variety of handicapping conditions into the schools, at earlier ages than ever before. This situation implies an increasing number of contacts with parents who are new to the task of raising a handicapped child and who will need considerable understanding and support as they learn to accommodate and adapt to their child's special needs. This need for understanding, made even more crucial by the possible isolation from traditional sources of family or neighborhood support, places an additional obligation upon the special educator to form a helping relationship, not only with the children in the classroom, but with their parents as well. In addition, these relationships provide the teacher with an opportunity to be a source of positive growth for the entire family, as well as the opportunity for personal growth.

LISTENING TO OTHERS

The process of helping another person begins by accepting the total person in a nonjudgmental manner, and communicating an attitude of

FIGURE 1



acceptance as clearly as possible. One very direct way to communicate acceptance of others, particularly to those in stress, is to *listen* to their feelings and to the ways in which those feelings are "coded" in language.

Listening may be either passive—where one simply listens in relative silence and where silence is an expression of openness and acceptance—or it may take a more active form in which the listener puts his understanding of what was said (and the feeling behind the verbal statement) into his own words and feeds it back to the speaker for verification and clarification.

This technique, described as "active listening," is a profound way to communicate a willingness to hear, to understand, and to have empathy with someone who is isolated and struggling to be heard. Active listening has its roots in the client centered therapy of Carl Rogers (1951). The continuing success of Thomas Gordon's *Parent Effectiveness Training* book (1970) and courses attests to its real value for parents, teachers, and others in the helping professions.

ROADBLOCKS TO COMMUNICATION

Typically, it is assumed that being an effective helper means giving advice. When friends or family members come to us with a problem, they will often ask, "What shall I do?" or "What would you do if you were I?" Rather than actively listening to the content and feelings implied by these kinds of questions, we all too willingly respond with advice; i.e., "If I were you, I would . . . ."

Let's face it, being asked for advice and giving it quickly is a powerful reinforcer and can be interpreted as an affirmation of our wisdom, vision, and mental well-being. Relinquishing this power is difficult and threatening, particularly if the advice giver has occasional second thoughts about his own wisdom, vision, or mental well-being.

Teachers often have the mistaken notion that it is their duty to help parents accept or adjust to their handicapped child by giving advice or direction. This attitude may reflect the possibility that the teacher has already made a judgment of the parents and has evaluated them as maladjusted, unrealistic, or disturbed. Given this predisposition, it is possible that the teacher may turn to any number or combination of generally unhelpful strategies such as ordering, admonishing, exhorting, moralizing, preaching, advising, blaming, psychoanalyzing, ridiculing, lecturing, questioning, humoring, or criticizing the parents.

Take, for example, a hypothetical situation in which a mother has enrolled her young handicapped child in a preschool or infant stimulation program, but fails to bring the child to school on a regular basis. The teacher decides to discuss these repeated absences and reverts to one of the above mentioned strategies. (See box below.)

LISTENING TO PARENTS

Listening is a skill which involves decoding the speaker's message to more fully understand the emotion or feeling behind the message. The listener is *active* in the process in that he reflects or provides verbal feedback to the speaker to test his own understanding of what has been said (see Figure 1). Another reason for listening actively is to communicate to the speaker that you are trying to understand the basic message and, if successful, that you have shared his verbal exploration. Brammer (1973) stated that a reflection accurately executed to the speaker's satisfaction is an objective definition of understanding.

The active listener translates his raw perceptions of what the parent is saying into more simple, precise, and culturally relevant language. The listener feeds back only what was said and carefully avoids adding his own ideas. To help in this process, the listener should constantly be asking internally, "What is this

Ordering:	"You must bring Cindy to class on a more regular basis."
Admonishing:	"If you don't bring her to school you'll be sorry later on."
Exhorting:	"You shouldn't act like this."
Moralizing:	"It's your responsibility as a parent to see that Cindy gets all the help she needs."
Preaching:	"You should show more respect for education."
Advising:	"Let me suggest that you bring the child more often."
Blaming:	"You're doing Cindy a lot of harm."
Psychoanalyzing:	"You're just afraid to face the truth about Cindy's handicap."
Ridiculing:	"You're acting like a little child yourself."
Lecturing:	"Handicapped children need this kind of early intervention."
Questioning:	"Why don't you come more often?"
Humoring:	"Maybe you'll be lucky and break your leg so you won't have to come more often."
Criticizing:	"You're not behaving very rationally."
Persuading with logic:	"Don't you realize that early intervention can minimize the effects of the handicapping condition?"

parent saying to me?" At the time of a natural break in the flow of ideas and feelings, the listener gives a concise summary of what he has heard. The feedback may include both cognitive content and feelings, if these are an important part of the speaker's message. The novice active listener would do well to focus initially on the content side and approach the reflection of emotion with some caution until more comfortable and practiced with the technique. Of course, an emotionally loaded message cannot and should not be "diverted" or left unrecognized.

The teacher should look for some cue that his reflection has been helpful and adequately reflected. The box below shows two examples of active listening.

There are some cautions in the use of active listening. If the listener is not careful, he may develop a highly stylized way of responding which may become annoying to the speaker.

Example 1

Parent: I'm really pleased with the progress Loretta has been making with the new speech therapist; he's so thoughtful and kind to always keep us informed about her progress.
Teacher: You like him very much, then.
Parent: I do, very much.

Example 2

Parent: I just don't understand. One day I feel that Gregory really likes his school, and the next day he says he hates it.
Teacher: He really confuses you.
Parent: Yes, he sure does, and besides . . . .

Worse, the speaker may interpret the stylized response as artificial, phony, or indicative of the listener's lack of genuine concern. Phrases such as "I hear you saying . . . ." or "What I think you're saying is . . . .", should not be repeated too often. Using a reflection may seem a bit unnatural at first until the active listener begins to experience some rewards in the form of encouraging responses from the speaker. After a while it will feel more like a natural form of communication than the gaggle of questions, opinions, veiled threats, or bland conversation fillers that we too often employ in our everyday communication.

Ultimately, parents should experience a feeling of being understood as a consequence of active listening; for many parents of a handicapped child, this may be the first step out of isolation. Parents may also experience more specific outcomes in the form of developing a sense of con-

Parents experience a feeling of being understood.

nection and direction to a string of otherwise seemingly rambling statements.

Active listening fosters a kind of catharsis and helps parents initially to identify and subsequently to accept their own feelings. In addition, people tend to feel comfortable with the listener who reflects skillfully. In the school setting this may influence the parent to be more open to a cooperative home-school relationship. Active listening is a technique which encourages parents to think independently and to discover their, own solutions; it communicates the teacher's belief and respect in the parents' potential for self discovery.

Active listening is a skill which requires considerable practice in a laboratory or clinical setting. Many colleges and universities offer basic counseling or guidance courses which introduce and allow for the guided practice of active listening skills. Inservice programs or some of the commercially available courses such as Parent Effectiveness Training (PET) provide excellent training opportunities for those who desire more experience with this technique.

A summary of guidelines for active listening includes:

1. Listen for the basic message of the speaker.
2. Restate to the speaker a simple and concise summary of the basic content and/or feeling of the message.
3. Observe a cue or ask for a response from the speaker to confirm the accuracy and helpfulness of the reflection.
4. Allow the speaker to correct your perception if it was inaccurate.

ATTITUDES REQUIRED AND RISKS INVOLVED

Gordon (1970) stressed that active listening is not simply an external technique "pulled out of the tool kit" whenever someone has a problem. Rather, it is a method for putting to work a basic set of attitudes about human relationships. Without these attitudes, the teacher who attempts to listen to a parent will appear to be false, empty, mechanical, or insincere. Whenever these attitudes are absent, a teacher cannot be an effective active listener. Gordon listed basic attitudes which must be present during conversation:

1. You must want to hear, and have the time to hear, what the parent has to say. If you don't, say so.
2. You must want to be helpful with the parent's problem at that time. Otherwise, wait until you do.
3. You must be able to accept the parent's feelings, whatever they may be or however different they are from yours. To accept his feelings does not mean that you must accept them as your own, but simply that you allow

ACTIVE LISTENING EXERCISE

The following is an example of an active listening exercise that can be used by teachers. Find a card or a piece of paper. Place it so that it covers up the first response of the teacher. First read the parent's message, then formulate your own active listening response. Then slide the card down so that you can read the response of the teacher and compare this with your own response. Continue this procedure throughout.

Parent: I wish Jennifer was making as much progress as some of the other kids in her class.

Teacher: You're feeling a little envious of the others.

Parent: Yes. They all seem to be moving so much more quickly than Jennifer.

Teacher: You wish she would make faster progress.

Parent: Yes, I do. It's so frustrating to see everybody—you, me, and Jennifer—work so hard and yet make such slow progress.

Teacher: You really get frustrated when you do so much and don't see results.

Parent: Sometimes I begin to think, "What's the use?"

Teacher: It's more than being frustrated; sometimes you think all our work is useless.

Parent: Yes. Somedays I think she'll never learn anything.

Teacher: You feel that she can't learn.

Parent: Well, not that she *can't* learn—but that it's so much harder for her than the others.

Teacher: Learning for her is very difficult.

Parent: Yes it is. And I guess I feel sorry for her because she has to work so hard. But i also know it's not good to pity her.

Teacher: It sounds like you're really struggling with two conflicting emotions.

Parent: I guess I am. But just talking about this with you makes me feel better.

him the right to feel as he does. It is a way of saying, "I can be me, and you can be you."

4. You must believe in the parent's ability to find solutions to his own problems. This requires the teacher to give up decision making power over the parent's life.

The risks involved in active listening stem from the process itself which requires the listener to suspend his own thoughts and feelings. Active listening is not easy; it is physically and mentally demanding. It requires that we attend fully to another person, that we cease to focus on our own concerns or problems, that we suspend our moralistic and ethnocentric biases and judgments. In short, it compels the listener to see the world as another sees it.

The teacher who willingly listens to parents risks having his opinions and attitudes changed and invites the possibility of having to reinterpret his own experiences. For some teachers this will be seen as an intensely threatening experience and for this reason they should refrain from its use. Others will choose to actively listen to parents as part of their personal and professional commitment to families of handicapped children, as well as in the interest of expanding their own human potential.

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PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

AGENDA

I. INTRODUCTION

- A. Overview of P.L. 94-142
- B. Individualized Education Program
  - 1. Components
  - 2. Basic procedures

II. ROLE OF THE PARTICIPANTS IN THE IEP PLANNING MEETING

- A. Teacher
- B. Member of the evaluation team
- C. Any other participant (i.e.)
  - 1. Intermediate Unit consultant
  - 2. Approved Private School consultant
  - 3. VoTech consultant
- D. Parent
- E. Student, if appropriate
- F. LEA Representative

III. TOPICS TO BE DISCUSSED

- A. IEP Planning Meeting
  - 1. Initial placement
  - 2. Review/Revision
- B. Pre-hearing conference

IV. FORMS

V. WHERE DO WE GO FROM HERE?

- A. Review/Revision stage
- B. Any other input

VI. QUESTIONS AND ANSWERS

CONFIRMATION OF IEP REVIEW

Date ______________________

Dear ________________________________:

An Annual Review Conference, which you may or may not have elected to attend, was held on ___________________ regarding the Individualized Education Program of _________________, a resident of the ______________________________ School District, receiving special education services from the ______________ ______________________. This letter will serve as confirmation of the conclusions and recommendations made at this conference.

Your child's Individualized Education Program was reviewed as to the seven mandated components. The four possible areas of change are listed below. The box to the left of the component will be marked if changes were made.

☐ (1) A statement of present education levels;
☐ (2) A statement of short-term objectives;
☐ (3) Projected dates for initiation and the anticipated duration of services;
☐ (4) Appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

Your child's current primary assignment(s) and the reasons for the continuance of this assignment were reviewed. Based on an analysis of progress to date, no revisions in annual goals, related services, or primary assignment were deemed necessary. The participants at the Annual Review Conference recommend that the educational program (see enclosure) and placement be continued, as specified.

As a result of the review conference, this IEP will remain current for the next twelve-month period. (Please note the date of review on the enclosed IEP.) If you feel that further review or revision is needed, an additional IEP Planning Meeting will be scheduled for you. If you have any questions, please contact your child's teacher.

Enclosure

(AID:mlm - Form 14 - Rev. 2/9/78)

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UNIT - PROJECT AID: Assistance for IEP Development

MISCELLANEOUS POINTS

TEACHER SUBSTITUTES: Substitutes can be arranged for any special education teacher for a maximum of four (4) days for this current school year (77-78) in order to conference or work on IEP's. All substitutes will be paid at the same rate of $5.00 per hour with seven hours being considered the equivalent of one day. Please refer to memos from Dr. Proger dated 9/19 and 11/3 for further explanations and procedures.

LEA REPS FOR ITINERANT SERVICES: The LEA representative for children who are receiving itinerant services only (Speech, Hearing, Vision, and Gifted), is a designee of the local school district. In most cases the districts have appointed principals or guidance counselors to fulfill this role.

LOCATION OF PROJECT AID: The following Project AID staff members are now located in Conference Room 1. The phone extensions are 249 and 250.

Phil Juska - EMR
Sheila Mazzoli TMR
Betsy Montileone - Speech
Susan Millaway - Vision
Judy Waltman - SMR/PMR
Sharon Greis - Hearing
Mary Lou Mitchell - Secretary
Frances DeGideo - Secretary

The following Project AID Staff Members are still located on the second floor. Phone extensions remain 263 and 264.

Debbie Rubinsohn - L&A
Gary Cochran - L&A
Ellen Baum - LD
Barbara Mervis - LD
Chris Lewis - Gifted
Lel Kanes - Gifted
Alice Cochran - Secretary
Eugenia Szebold - Secretary
Janet Leflar - Secretary

TYPING OPTIONS FOR SPEECH CLINICIANS: Speech Clinicians may have their IEP's typed within their local district by the Manpower Secretaries. However, some districts do not currently have Manpower Secretaries. Therefore, they may bring their IEP's to the first floor Project AID office and turn the IEP over to Frances DeGideo, Secretary, for typing. The completed IEP and copies will be returned to their mailbox in the Itinerant Room. Since the typing of Speech IEP's could potentially be a terrific burden, the following priorities for typing will be observed whenever the IEP is to be typed:

(1) Any IEP which involves more than one Special Education Primary Assignment;
(2) Any IEP in which the Speech and/or Language Problem is very involved; and
(3) New entries into the Speech Program.

Thus, the large portion of revised IEP's remaining may continue to be handwritten.

I.U. SUPERVISOR INVOLVEMENT IN IEP CONFERENCES: If agreement on the content is not reached at any of the IEP conferences due to concerns regarding the I.U. Speech portion of the IEP (where a child is also in a district special education classroom program), we have suggested the following procedure:

> The LEA Representative should attempt to provide another IEP conference. The subsequent conference should minimally include the following-- the district LEA Representative, Classroom Teacher, Itinerant Teacher, Parents, and the appropriate I.U. Itinerant Program Supervisor. In this case the district LEA Representative would be responsible for arranging this IEP conference at a mutually agreeable time. In order for the I.U. Itinerant Supervisor to be available to participate in the IEP conference, it would be helpful to notify the appropriate supervisor of the date, place, and time (by phone prior to arranging the conference with parents).

PROPOSED PLAN OF INTERMEDIATE UNIT SUPPORT FOR THE DEVELOPMENT AND WRITING OF IEP's FOR NEW INTERMEDIATE UNIT PLACEMENTS: It has been proposed that the Intermediate Unit Representative at the IEP Planning Conference be responsible for recording the information that will be necessary for the rough draft of the IEP. It is suggested that the planning conference not be adjourned until the summary level IEP has been completed in draft form, ready for typing. The Intermediate Unit representative will then assume the responsibility of seeing that the draft form is given to an Intermediate Unit Secretary (Project AID) at the Special Education Center for typing.

In addition, Project AID staff has developed appropriate pre-conference planning forms for use in data collection.

FEDERAL PROJECT TRACKING SYSTEM: In the very near future, your teachers will be receiving a form from your district contact person which will require certain data concerning IEP's. The Federal Government has requested that our project report this information. It would be most helpful and greatly appreciated if you would urge your teachers to complete the form and return it by February 1, 1978.

GIFTED IEP'S: The timelines for gifted students are as follows:

1. Due processed and placed by October 1, 1977, the IEP must be completed by September 1, 1978.

2. If the child was identified as gifted after October 1, 1977, the due process and IEP must be sent together.

The IU policy regarding the content of a gifted IEP should include any modification of regular education:

a. advanced placement)
b. honors classes) only modifications
c. independent study) within these classes.

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PARTICIPANTS IN THE IEP PLANNING MEETING AND THEIR ROLES

I. LEA Representative. Section 341.16 of the State Standards for Special Education define an LEA Representative as, "a representative of the school district or intermediate unit who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the person." The State Guidelines for IEP Development, issued by the Department of Education, state further that "a local education agency representative must be the designee of the chief school administrator. Special education supervisors and principals are recommended for this role. The representative is to be authorized and qualified to provide or to supervise programs designed to meet the special needs of exceptional students." Their suggested responsibilities include the following:

- A. the LEA Rep is responsible for arranging the IEP Planning Meeting and notifying all participants. It should be scheduled at a time mutually agreeable to all involved.
- B. the LEA Rep should act as chairperson of the IEP Planning Meeting. As chairperson, the LEA Rep should:
  1. introduce the participants and their functions
  2. explain the purpose of the meeting
  3. control the flow of topics to be discussed
  4. mediate when differences of opinion arise about goals, objectives, and appropriate services
  5. be knowledgeable about:
     - a. the full range of related services available in their district or educational agency
     - b. each participant's role in the IEP Planning Meeting
     - c. the state mandated hierarchy of least restrictive environments
  6. provide information about present educational levels, annual goals and short term objectives when appropriate
  7. discern when a meeting(s) has reached its logical conclusion. Agreement is not always necessary
     - a. if agreement has been reached, the IEP will be sent to the parent
     - b. if no agreement is reached, additional meetings may be scheduled with additional participants, if necessary
     - c. if several meetings produce no agreement, and further conferencing appears fruitless the IEP is sent with notification of the parents' right to request a pre-hearing conference

C. in some cases the LEA Rep will also be the person responsible for the implementation o the IEP. This involves assuring that the related services are being delivered and that the annual goals are being addressed.

D. the LEA Rep is also the safeguarder of the entire IEP procedure. As such, he/she is responsible for:
    1. documentation of all communication to parents regarding IEPs for possible use at a hearing. Some of this may be delegated to the teacher of the child, but it is still the ultimate responsibility of the LEA Rep
    2. assuring that all due process procedures are followed from the initial stages of IEP development to the pre-hearing conference. If additional steps are necessary, the chief school administrator must be involved
    3. assuring that students and parents are accorded all of their rights under P.L.94-142

II. Teacher

A. discuss current levels of functioning
B. suggest possible annual goals and short term objectives

III. Member of the Evaluation Team (for new placements)

A. interpret psychological information
B. qualify educational levels
C. suggest appropriate goals and objectives
D. participate in determining primary assignment and degree of integration

IV. Other Participants (i. e. Intermediate Unit consultant, Approved Private School consultant, VoTech consultant)

A. recommend appropriate annual goals and short term objectives
B. participate in determining primary assignment and degree of integration
C. for IU bound students it has been proposed that the IU consultant be responsible for recording the information necessary for a rough draft IEP and delivering the draft to an IU secretary for typing. The planning meeting should not be adjourned until such a draft has been developed

V. Parent and/or student, if appropriate

A. provide information about the child's strengths and weaknesses
B. suggest possible goals and objectives
C. give tentative approval of the proposed IEP and placement

LOCAL EDUCATIONAL AGENCY REPRESENTATIVE
EVALUATION CRITERIA/NEEDS ASSESSMENT

Date______________________________

Position____________________________________

Employer____

Please fill in the following items to assist Project AID in determining whether this workshop has met your needs (first item.) The second item has been included to assist Project AID in meeting whatever your additional needs may be.

1. Understanding of P.L. 94-142

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

2. Role Clarification

    a. Teacher
    b. Member of Evaluation Team
        1) Intermediate Unit Consultant
        2) Approved Private School Consultant
        3) VoTech Consultant
    c. Parent
    d. Student
    e. Local Educational School Representative

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

3. Ability to Conduct

    a. Planning Meeting
        1) Initial Placement
        2 Review/Revision
    b. Pre-hearing Conference

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

LOCAL EDUCATIONAL AGENCY REPRESENTATIVE

EVALUATION CRITERIA/NEEDS ASSESSMENT

4. Information on IEP Components

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

Additional Comments: